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ABSTRACT

A statistical analysis of self-assessment graphs completed by 347 students at the South Dakota State University at Brookings is presented. Each student was asked to complete the graph indicating where he was on seven social-type roles, seven skill-type roles, five responsibility-type general qualities, and five assertiveness-type general qualities. Results of the analysis show that students have composite self-estimation of 61.4 percent, which indicates a solid positive self-image or self-esteem. Students rated themselves 17.5 percent higher on General qualities (70.1 percent) than on Sample Roles (52.6 percent). Students also saw themselves highest in Responsibility-Type Qualities, second in Assertiveness-Type Qualities, third in Social-Type Roles and fourth in Skill-Type Roles. Their aspirations or where they would like to be, followed the same order. The difference or desire for improvement took a different order: highest in Social-Type Roles, second in Assertiveness-Type Qualities, third in Responsibility-Type Qualities, and fourth in Skill-Type Roles. Respondents by sex, class, and college of the university were quite consistent in general profile and tend to be much more alike than unlike. Charts in the appendix depict data showing how each of the 14 Sample Roles composites and the 10 General Qualities composites compare by sex, year in college, and college of the university of the 347 respondents in the study. (SPG)

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COLLEGE STUDENTS RATE THEMSELVES ON SAMPLE ROLES AND GENERAL QUALITIES

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BY
ORVILLE M. HEPLER, ED.D.

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COLLEGE STUDENTS RATE THEMSELVES

on

SAMPLE ROLES

and

GENERAL QUALITIES

By

Orville M. Hepler, Ed. D.

July 1977

Funded by a Grant from the College of Home Economics-
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PURPOSE OF THE STUDY

The chief purpose of this study is to help professors, administrators and others who work with college-age persons to gain some clear insights into the self perceptions and aspirations of representative respondents at the South Dakcta State University.

A secondary purpose of this study is to yield personality profiles for use by individuals in assessing themselves in relationship to sex, class and college groups as well as the total composite of responses.

The sampling of 347 students was not randomized scientifically. Therefore readers should use caution in assuming the reliability of the results. The population sampling, however, is sufficiently large and the group size is great enough to yield some important findings. There are strong evidences of consistency of response in some of the groupings as well as between the various groupings.

MAJOR FINDINGS - (See Chart 3 on page 10)

1. The students have a composite self estimation of 61.4% which indicates a solid positive self-image or self esteem. The composite sense of need for improvement was 79.8%. There is a spread of 18.4 percentage points between where they see themselves on Sample Roles and General Qualities and where they would like to be. This reveals a strong urge to change themselves to a considerably higher level of self-approval.
2. Students rated themselves 17.5% higher on General Qualities (70.1%) than on Sample Roles (52.6%). There was a spread of 16.6% between present perception and where they would like to be on General Qualities

as compared to a difference of 20.5% for Sample Roles. General Qualities ratings for where they would like to be averaged to 86.7% whereas the Sample Roles ratings were pegged at 73.1%. This produced a difference of 13.6% and brings the two composite differences 3.9 percentage points closer together than their ratings for their present perceptions.

3. The two types of Sample Roles and two types of General Qualities reveal distinct patterns as indicated by the accompanying Chart.

Chart 1

	Present Perception	Would Like to Be	Difference
Social-Type Roles	60.6%	78.3%	17.7%
Skill-Type Roles	44.6%	67.8%	13.2%
Responsibility-Type Qualities	71.8%	87.7%	15.9%
Assertiveness-Type Qualities	68.3%	85.6%	17.3%

Students saw themselves highest in Responsibility-Type Qualities, second in Assertiveness-Type Qualities, third in Social-Type Roles and fourth in Skill-Type Roles. Their aspiration or where they would like to be, followed the same order. The difference, or desire for improvement, took a different order, vis., highest in Social-Type Roles, second in Assertiveness-Type Qualities, third in Responsibility-Type Qualities and fourth in Skill-Type Roles.

4. Respondents by sex, class and college of the University were quite consistent in general profile. They tend to be much more alike than unlike.

INTRODUCTION

The Child Development and Family Relations course CDFR 141 at South Dakota State University in Brookings, South Dakota is entitled, "Individual and the Family." It is intended to assist students in self-introspection and to help them develop a clear sense of movement in history as developing persons. Each student is expected to respond to two self-evaluation instruments; the Edwards Personality Inventory and the Strong-Campbell Vocational Interest Inventory. A second requirement is the submission of a paper which deals in depth with one's past, present and future, as well as a section which focuses upon a significant inter-personal relationship.

Both the Edwards and the Strong-Campbell inventories seek by indirection to summarize personality qualities and characteristics. The student indicates preferences by answering a battery of inquiries. Responses are scaled in such a manner that the student will hopefully gain new insights into the kind of person he* is and is becoming.

In order to achieve a critical analysis of who he is in the present, the student is asked to evaluate the results of the Edwards Inventory. Some of the wording in the report of inventory results is not in common usage so the results have rather limited helpfulness for many of the students.

A direct self-rating was prepared to aid students in their self-examination. Ratings covered sample roles as well as general qualities of personality. Each student was asked to complete a graph indicating where he was on seven social-type roles, seven skill-type roles, five responsibility-type general qualities and five assertiveness-type general qualities. This should yield a rough profile of a person's self-awareness, self-image, self-acceptance, and basic self-esteem or self-understanding.

---

* The masculine pronoun is used in the neuter sense to refer to both sexes without any implication of preference.

SELF ASSESSMENT

Please indicate:

Freshman	☐	Ag. & Bio. Science	☐	Male	☐
Sophomore	☐	Arts and Sciences	☐	Female	☐
Junior	☐	Engineering	☐		
Senior	☐	Home Economics	☐		
		Nursing	☐		
		Pharmacy	☐		
		General Registration	☐		

Please mark two marks on each of the Sample Roles and General Qualities as follows: Mark an X at the approximate percentage where you see yourself at the present; Mark an O at the approximate percentage where you would like to be. The X is an indicator of your Subjective Self and the O is an indicator of your Ideal Self.

Chart I. How I See Myself on Sample Roles - -

		0%	25%	50%	75%	100%
Social Type Roles	STUDENT					
	FAMILY MEMBER					
	FRIEND					
	CITIZEN					
	RELIGIOUS PERSON					
	CHURCH MEMBER					
	SOCIALITE					
Skill Type Roles	MUSICIAN					
	ACTOR					
	ARTIST					
	CRAFTSMAN					
	HOBBYIST					
	ATHLETE					
	HUMORIST					

Chart II. How I See Myself on General Qualities - -

		0%	25%	50%	75%	100%
Responsibility Type Qualities	DEPENDABLE					
	PROMPT					
	THOROUGH					
	GOOD SPORT					
	COMMITTED					
Assertiveness Type Qualities	BOLD					
	ALERT					
	ENERGETIC					
	ENTHUSIASTIC					
	REAL					

Each person was asked to define his aspiration on the various roles and qualities. This should show how satisfied a person is with himself.

As I read the self-analysis papers and studied the respective self-ratings; I became curious concerning the similarities and differences between the various profiles. Accordingly, I made copies of the charts for use in statistical analysis, indexing them by sex, year in college and college of the University. In all, there were 347 students who responded with usable data.

Thus, the study evolved from an instrument designed to help an individual to sort out his various selves and feelings about himself. What follows is serendipitous in that it reveals how students agree or differ from others in their sex or educational groupings. A composite profile of the 347 persons as though they were one respondent is shown in Chart 3 on page 10.

As a person approaches the Black Hills, the first impressions are of the horizon rising into the clouds. Seen in general are the dark outlines of peaks against the sky. Chart 3 is like that. Some outlines show the valleys and the peaks. The magnificent beauty of the hills is appreciated more fully as the traveler studies them section by section and then proceeds to tramp up hill and down dale.

The composition of the sampling poses limitations on the credibility of the study just as the totality of the hills is different depending on the route one travels in approaching them or whether one view them from the air. A different sampling might very well reveal a somewhat different composite profile.

PROFILE LIMITATIONS

The population of 347 respondents used in this study is skewed in several ways. These include the three areas of sex, class distribution and college of specialization. It is also limited by the location of the University in the Upper Great Plains and the fact that it is a Land Grant institution with strong emphasis on practical studies having to do with the earning of a living in an agrarian economy with abundance of rural space and little urbanization.

The sampling eliminates immediately at least 50% of the youth of similar age who have decided to forego the experience of a college education. Since it includes only those students who opted to enroll in CDFR 141 during the fall and winter semesters of 1976-1977, its randomness is further diminished because the course is required by the Department of Child Development and Family Relations of the College of Home Economics. Others who enrolled did so to satisfy a two-hour requirement for a Social Science elective or because they heard that the course is one of interest to students regardless of their specialization. Persons who have a felt need to learn more about themselves may also seek out this course.

University records for the school year 1976-1977, during which the sampling was taken, indicate that there were about 57% men and 43% women on the campus. The sampling has 31% men and 69% women. This imbalance of the sexes in the study is bound to make the composite result reflect a female rather than a male profile.

The sampling includes 55.9% freshmen whereas the University had about 31.5% freshmen. This causes the profile to reveal qualities of younger, less experienced students. The sophomore sampling is 27.7% as compared to

24.5% for the entire student body. This is adequate to reflect the attitudinal and self-image of the sophomore level. Only 8.1% of the study population were juniors and 7.2% were seniors as opposed to 22% for each of the upper classes in the University. See Chart 2 on the sampling data on page 8.

The percentage of samplings of students in Arts and Science, Nursing and Pharmacy were close to the University percentages. Samplings of the colleges of Home Economics and General Registration were about twice as large as in the total enrollment. The numbers of the individuals queried from the college of Agriculture and Biological Science was less than one-half as large as a truly representative sample should be. The College of Engineering sample was only slightly more than one-half as large as a truly proportionate number when compared to e total registration.

As a result of the disproportionateness of the sampling and because of the smallness of some of the groupings, some of the statistical observations have little or no predictive value. Accordingly, I have not attempted to base conclusions on such paucity of data.

Further limitations are inherent in the nature of the task of the respondent as well as in the instrument itself. The students were asked to indicate on a scale of 0 to 100 where they saw themselves and where they would like to be on that same scale. This is an overwhelming challenge to some persons because of the changes he sees in himself. For instance, each category can be seen from many angles. How a student sees himself as a Student depends on the wide range of subjects he has sampled. If the student compares himself to the super geniuses, he may feel definitely inferior. If he compares himself to the general run of his classmates, he

SAMPLING DATA

	Agriculture Biological Science	Arts and Sciences	Engineering	Home Economics	Nursing	Pharmacy	General Registration	totals	Percentages- Study	University
Freshmen	Men 3	Men 10	Men 7	Men 0	Men 0	Men 1	Men 13	Men 34		
	Women 4	Women 38	Women 0	Women 41	Women 15	Women 13	Women 50	Women 160		
	Total 7	Total 48	Total 7	Total 41	Total 15	Total 14	Total 63	Total 194	55%	31.5%
Sophomores	Men 10	Men 15	Men 6	Men 0	Men 0	Men 3	Men 9	Men 43		
	Women 2	Women 17	Women 1	Women 19	Women 5	Women 2	Women 6	Women 53		
	Total 12	Total 32	Total 7	Total 19	Total 5	Total 5	Total 15	Total 96	27%	24.5%
Juniors	Men 6	Men 6	Men 1	Men 0	Men 0	Men 1	Men 0	Men 14		
	Women 0	Women 5	Women 0	Women 7	Women 2	Women 0	Women 0	Women 14		
	Total 6	Total 11	Total 1	Total 7	Total 2	Total 1	Total 0	Total 28	8.1%	22%
Seniors	Men 8	Men 4	Men 3	Men 0	Men 0	Men 2	Men 0	Men 17		
	Women 0	Women 3	Women 0	Women 2	Women 1	Women 2	Women 0	Women 8		
	Total 8	Total 7	Total 3	Total 2	Total 1	Total 4	Total 0	Total 25	7.2%	22%
Specials	Women 1	Women 3						Total 4		
Totals	Men 27	Men 35	Men 17	Men 0	Men 0	Men 7	Men 22	Men 108	31.1%	56.6%
	Women 7	Women 66	Women 1	Women 69	Women 23	Women 16	Women 56	Women 239	68.9%	43.4%
	Total 34	Total 101	Total 18	Total 69	Total 23	Total 23	Total 78	Total 347	5.7%	100%
Study	9.8%	29.1%	5.2%	19.9%	6.6%	6.6%	22.5%			
University	21.1%	26.8%	9.2%	9.1%	6.8%	5.4%	12.9%			

Chart 2

may feel quite adequate, even superior. When the respondent asks himself where he would like to be as a Student, he has to weigh his inclinations to engage in wishful thinking with the practical consideration of what he can likely achieve given his background, time at his disposal and other resources available.

As a student examines the charts, he may say to himself, "What is the real purpose of this evaluation?" In some areas it appears overly specific and in others it doesn't seem definite enough. Another thought may cross his mind, "What is a proper response or aspiration for this role or quality?" The student may find himself striving to please his instructor and answer accordingly. The outside-of-himself expectancies may exert more valence on his responses than his own internal attitudes. It is indeed puzzling for the student to separate the mass into the real me and the me that others see.

GENERAL OBSERVATIONS ON THE COMPOSITE PROFILE (See Chart 3 on page 10)

Some general characteristics surface in a close look at the composite profile. Students in this sample rated themselves about 14% lower on the aggregate sample Roles than on the combined general Qualities so far as where they perceived themselves to be. In fact, eleven of the sample Roles were lower than the lowest rating for general Qualities. Three sample Roles were suprizingly low, vis., Musician, Actor and Artist. All of the seven skill-type Roles were rated lower than the lowest rating for general qualities. The three highest sample Roles ratings were Friend, Family Member and Student. These three Roles zero in on the level of demand or involvement which is more persistently exacting than the other social Roles of Citizen, Religious Person, Church Member and Socialite. The latter four

TOTAL COMPOSITE

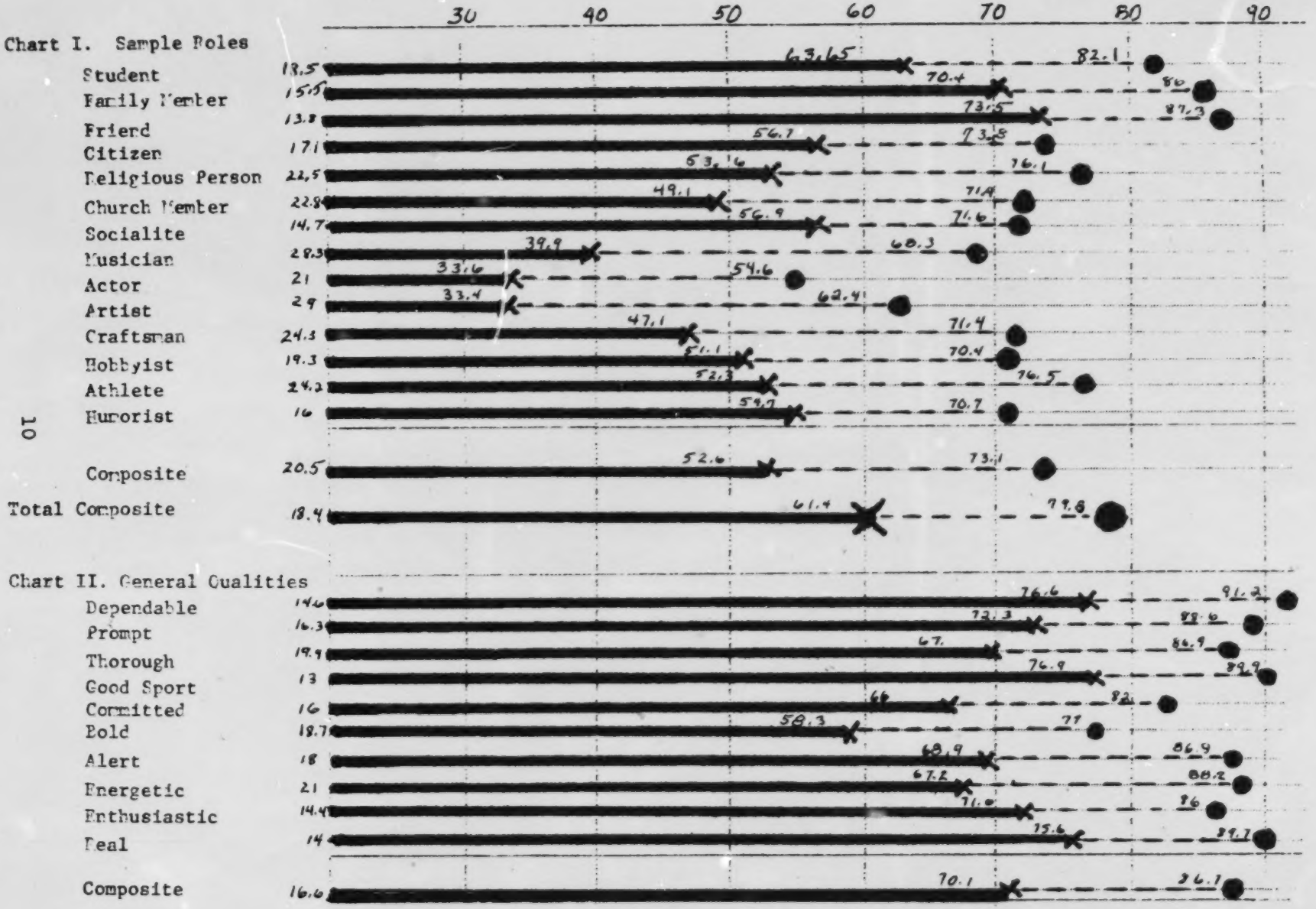


Chart 3

Roles allow, on the whole, more lattitude for choice than the first three Roles. The very fact that these youth are on the campus indicates that they are likely to see themselves favorably in the role of Student. Feelings toward family participation has a special meaning to students who are experiencing their first prolonged separation from their families. Many receive their support from home sources. The importance of having friends and of being one is also very intense partly because of the partial severance of the connection with the nurturing community from which they have come to further their education.

It seems fair to me to assume that if a student rates himself above 50% on a given role or quality, it indicates that he has a positive sense of his development in that particular. Negative self-image is indicated by markings below 50%.

Of the seven social-relations-type Roles, only one, Church Membership, is below 50% and this is only slightly at 49%. Four of the seven skill-type Role ratings fall below 50% and the remaining three do not exceed 55%. This finding is consistent across all the years of college, the Colleges of the University and the sex of the respondents.

There is only one general Quality rating below 60%. This is the continuum measuring from Timid to Bold which has a composite score of 58.3%. Students rate themselves as more positive in the five responsibility-type general Qualities than on the five assertiveness-type Qualities. This may be related to the kind of homes and education they have experienced.

The summarization of both roles and qualities yields an overall average for the entire self-analysis of the total sample of 347 students of 60.5% and an overall goal or ideal of 78.6%. There is an 18% spread between the self-assessed present achievement and where the students would like to be.

This should have an effect of creating a pull on the students to grow, to learn, to achieve. The process of becoming is big business for this age group according to this sample. The two most significant general findings of the study appears to be that students have a composite reasonably positive self-regard or self-image and that they want to improve themselves on all variables examined in the study of their personalities.

It would be enlightening to find comparison samples of youth who are in their early teens and persons at about ten-year intervals of age throughout the entire life cycle. The prime task of puberty and adolescence, according to Erik Erikson[1], is to deal with the problem of establishing one's identity from the plethera of possibilities pressing in upon the emerging person. "Who am I?" is a persistent and perennial problem which a person is never more than partly able to answer. This instrument should reveal some helpful clues for self-discovery.

Samplings might well differ from one portion of our nation to another. Selected respondents might prove quite different from nation to nation. Other variables worth examining are such concerns as race, economic situation, prevailing political systems, and religious adherence. How do such important factors influence the development of self-image and self-esteem?

A further approach to understanding the nurture of self-esteem would be to study it longitudinally with periodic assessments of the same individuals as they move from puberty through young adulthood into the middle and later years of life. The difficulty of doing this is so immense that researchers will probably be limited to nibbling around the edges of the problem for generations to come.

---

[1] Erikson, Erik H., Identity- Youth and Crisis, Norton, N. Y., 1968.

MALE RESPONSES VERSUS FEMALE RESPONSES (See Charts 4 & 5 on pages 14 & 15)

The sampling of 347 students contained 108 men and 239 women. This deviation from the University enrollment percentage of men and women can be understood partially when it is learned that the entire College of Home Economics, through which the CDFR 141 course is offered, was composed of 2.3% men and 97.7% women. This is a required course in the Department of Child Development and Family Relations.

The College of Nursing had only 8.5% men. This helped to cut down the likelihood of a balanced sampling of men to women.

The College of Agriculture and Biological Science had 85% men. The College of Engineering enrolled 93.5% men. It is to be expected that these two colleges might contribute a preponderant number of men in their total of participants in the study and this is the case.

Men composed 34.7% of the sample from the College of Arts and Sciences which enrolled about 50% men. General Registration College enrolled 58.3% men but the sample had only 28.2%. In Pharmacy 30.4% were men as opposed to 54.4% of the entire College who were men.

This produced a total sampling of women from Home Economics and Nursing with heavy representation in Pharmacy, Arts and Science, and General Registration. Men respondents are weighted toward Engineering and Agriculture and Biological Science even though there is about one man to two women in Arts and Sciences, Pharmacy and General Registration.

There is a ratio of almost six women to one man in the freshman sampling whereas the sampling of the sophomore and junior classes is about equal. There are about two men to each woman in the senior sample. This means that the freshman sample is distinctly female in characteristic.

MALE COMPOSITE

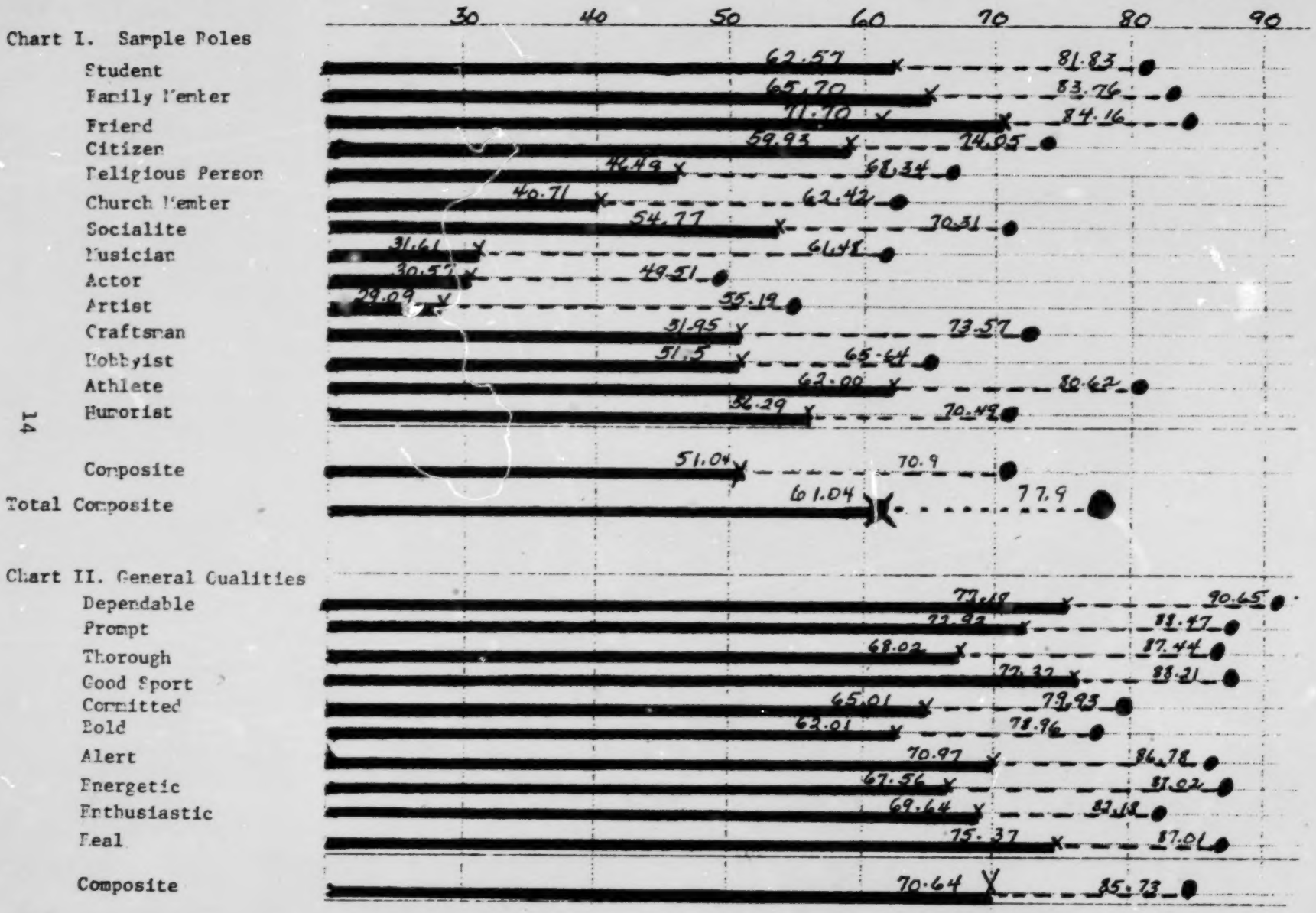


Chart 4

x Present Perception

● Would like to be

FEMALE COMPOSITE

Chart 5

X Present Perception

● Would like to be

A careful look at the responses of the total men versus the total women reveals that there is three times as much variation in sample Roles as in general Qualities. A further observation confirms that women (53.3%) rated themselves higher than men (51%) on sample Roles whereas men (70.6%) rated themselves higher than women (69.9%) on general Qualities. This only showed up strikingly on the Timid-Bold scale.

Women (68%) in this study saw themselves as less assertive than men (69.1%) although they rated themselves as higher in responsibility-type Qualities. Both men and women saw themselves as higher in responsibility-type Qualities than in assertiveness-type Qualities. The difference between the sense of responsibility and assertiveness ratings for men was 3% and for women, 3.6%.

As has been stated previously, there was more demarcation between the responses of the sexes in the area of social and skill-type Roles than in estimations of general Qualities. It is informative to note these specifically in the discussion which follows.

In one of the social-type Roles and four of the skill-type Roles, men rated themselves higher than women in the sampling. This ranged from more than 14% difference in the role of Athlete to .6% in the role of Hobbyist.

Women rated themselves higher than men on six of the seven social-type Roles and three of the skill-type Roles. These ratings ranged from 12.2% higher for Church Member and 12.1% for Musician to 1.6% more on the role of Student.

It appears that although men see themselves slightly more favorably (.2%) on skill-type Roles than women, they are distinctly less sure of themselves in social-type Roles (4.6%) than are women.

ANALYSIS OF YEAR-IN-COLLEGE FINDINGS (See Charts 6 to 9 on pages 18 to 21)

When one examines the responses of the 194 freshmen, 96 sophomores, 28 juniors and 29 seniors and special students, there are some relationships and patterns which emerge into clarity.

There is little appreciable difference in self-estimation on social-type Roles by class. There are also only slight differences between skill-type Roles between classes. There is a moderate difference in the sense-of-responsibility-type Qualities showing a progressive rise from freshmen through seniors. There is a greater increase from freshmen through seniors on assertiveness-type Qualities.

Since the sex ratio changes radically through the four years, vis., freshmen- one man to six women, sophomores- one man to one woman, juniors- one man to one woman, and seniors- two men to one woman, it may be that the relatively slight differences may result as much from the difference in sex ratio as from the year in college.

In the area of sample roles, it appears that students rate themselves higher in five roles as the sampling is taken of more advanced students. These are: Student, Friend, Craftsman, Athlete, and Humorist. Three roles show no appreciable difference, vis., Citizen, Actor and Hobbyist. The remaining six sample Roles show lower ratings from more advanced students.

All the general categories of general Qualities show more increase in rating with the more advanced students seeing themselves more positively than younger students.

It is probably not warranted to put much credence on the basis of this aspect of the study. However, it is gratifying, to me as an educator, to note that the assumption that a college education should contribute to positive feelings about oneself is confirmed by this limited sampling.

FRESHMEN COMPOSITE

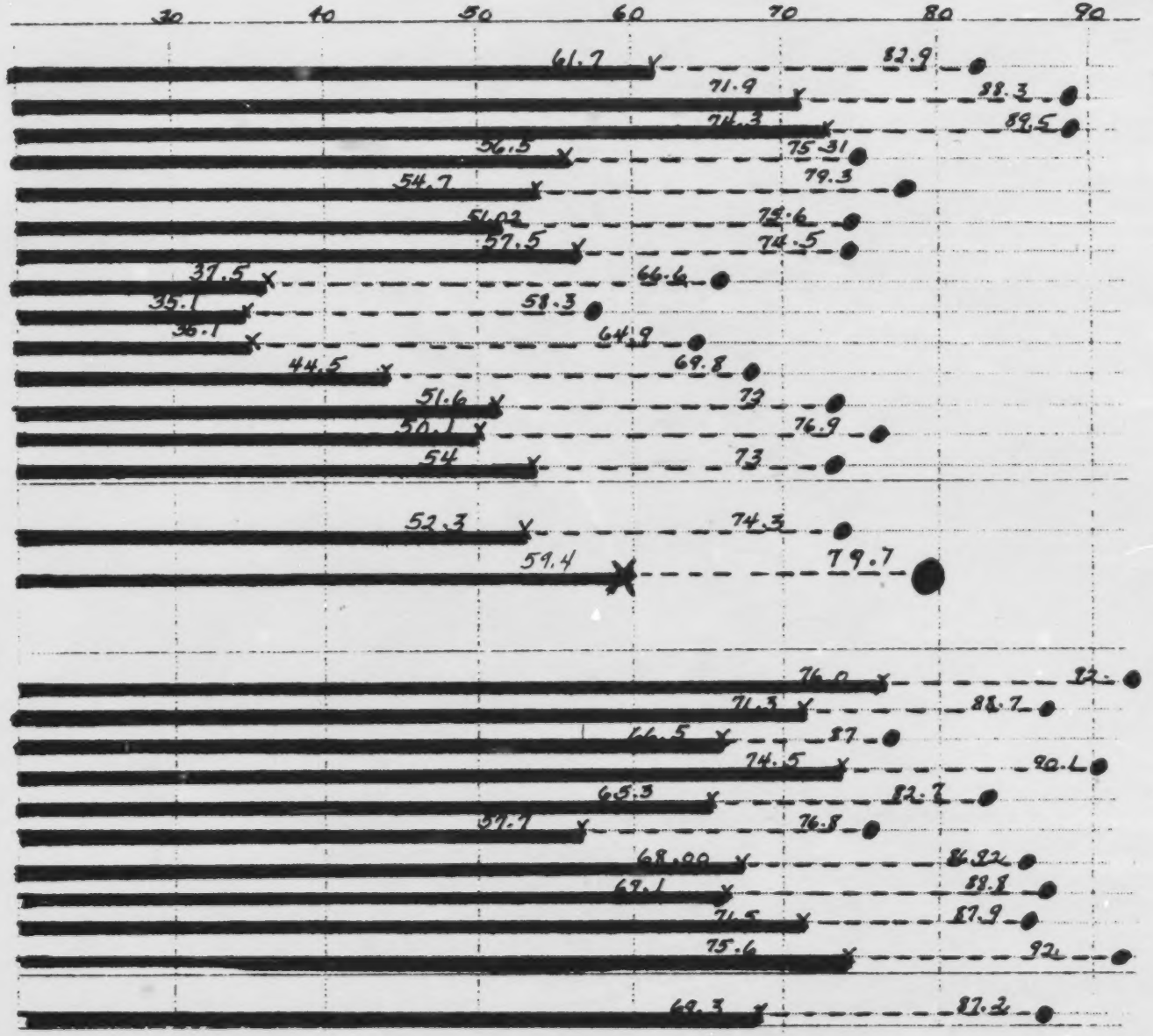


Chart 6

SOPHOMORE COMPOSITE

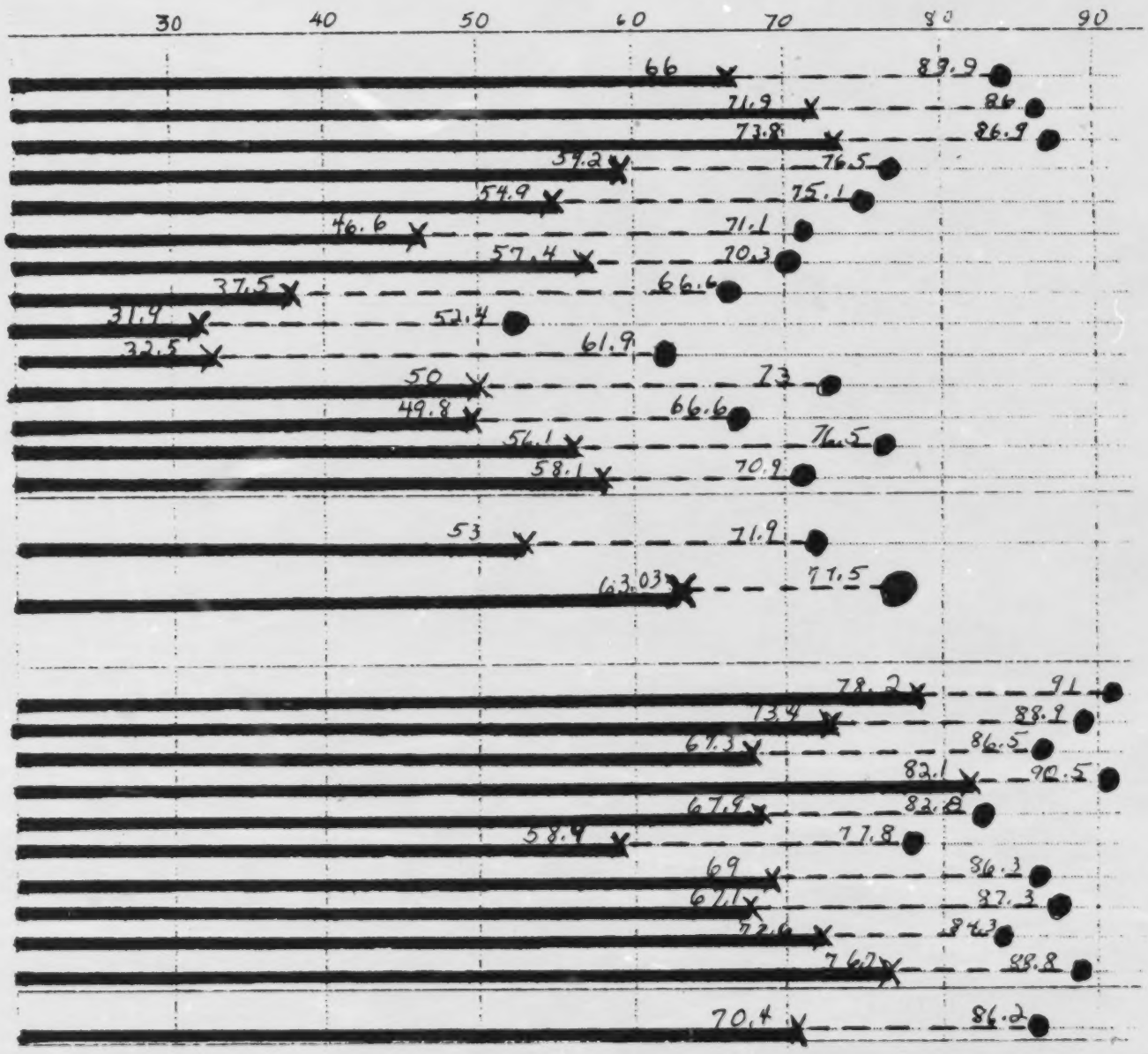


Chart 7

JUNIOR COMPOSITE

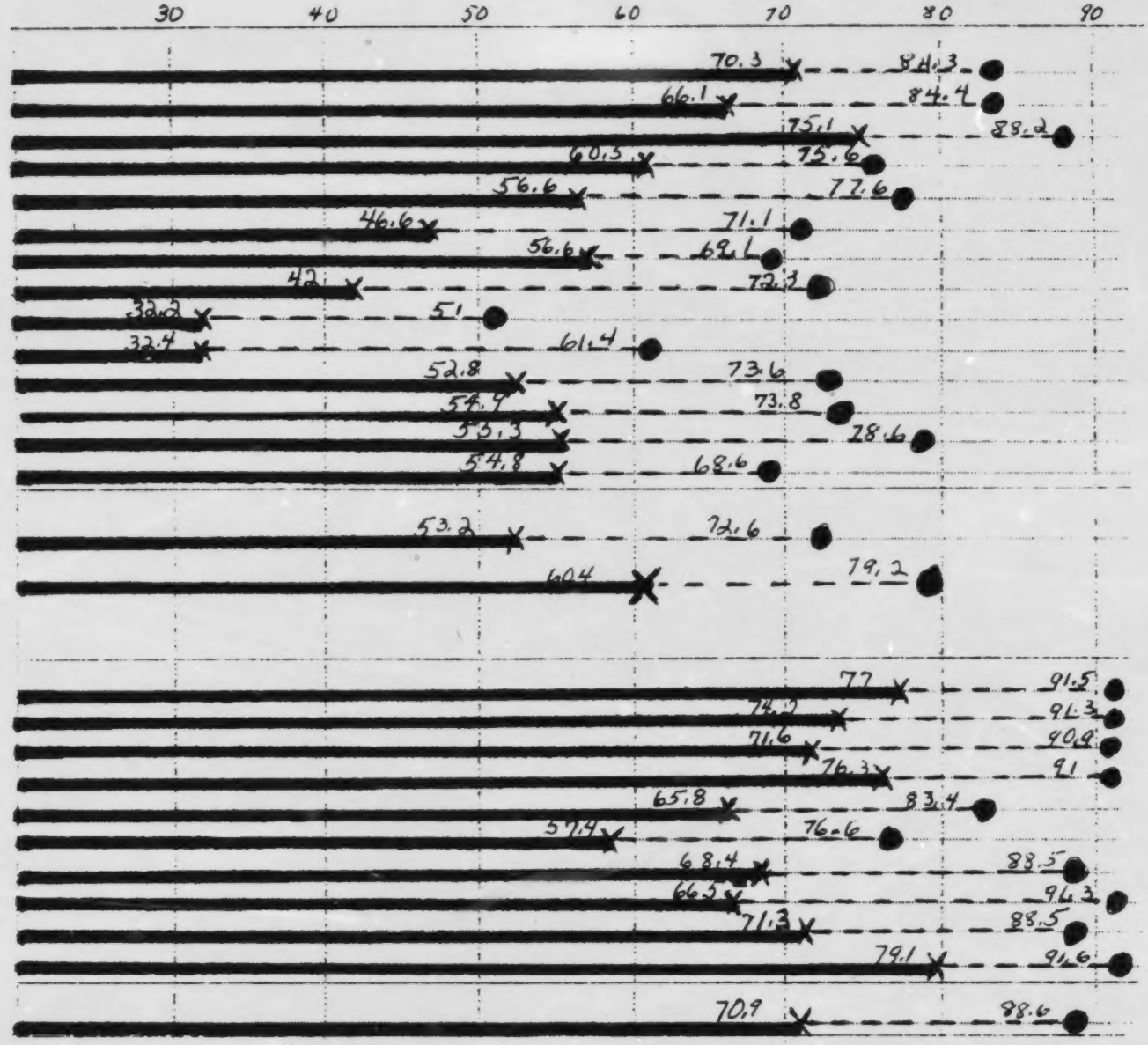


Chart 8

20

31

X Present Perception

Would like to Be

32

SENIOR COMPOSITE

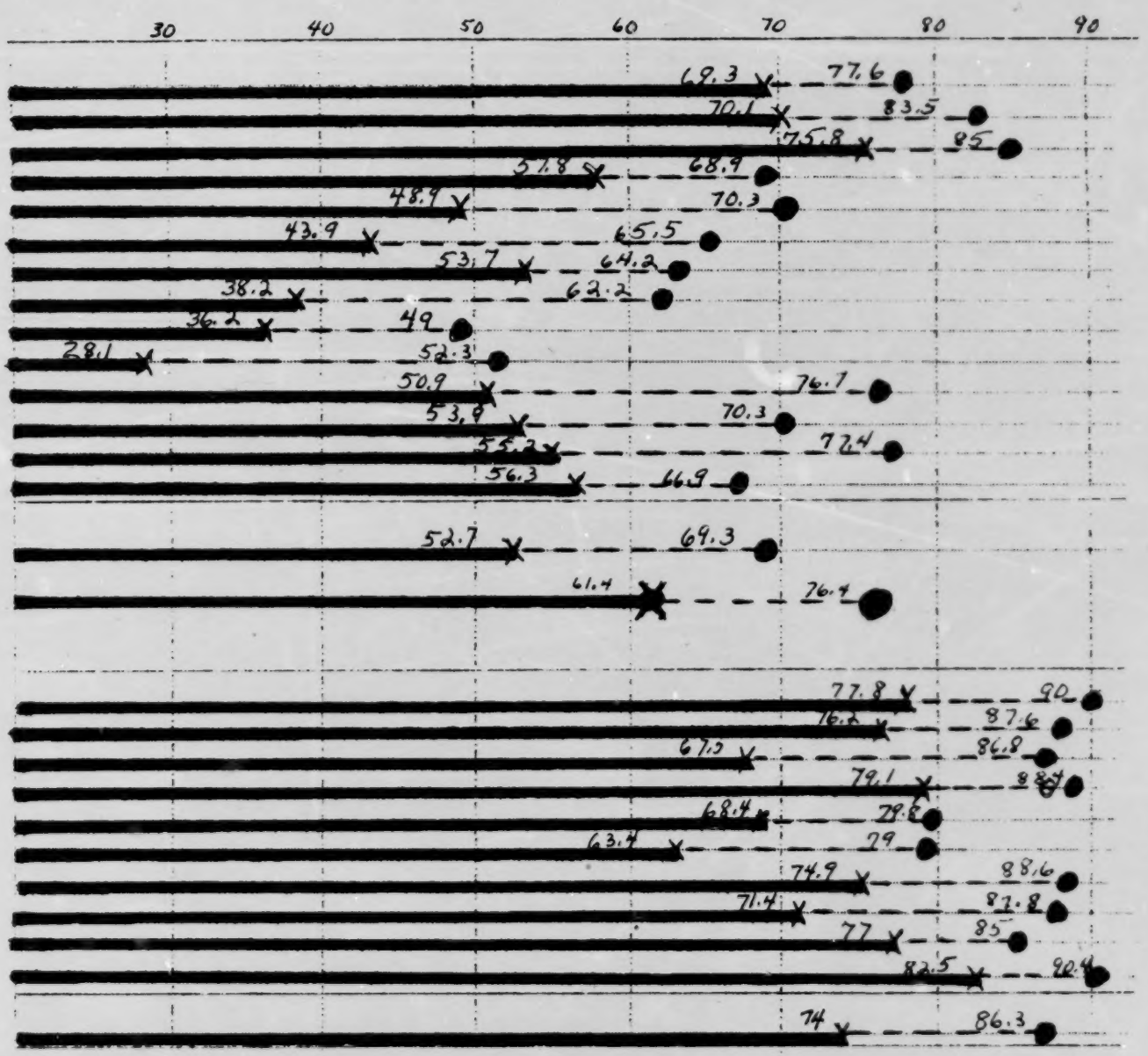


Chart 9

X Present Perception ● Would like to be

ANALYSIS BY COLLEGE OF THE UNIVERSITY (See Charts 10 to 16 on pages 23 to 29)

The sampling lacks balance in representing the various colleges of the University and any assumptions should be made with limited assurance for those colleges which have a small proportionate number of respondents. The College of Agriculture and Biological Science has only 9.8% of the sampling whereas the College makes up 21.1% of the total student body. The sampling size of 34 respondents should be adequate to produce a rather true reading.

The College of Engineering has a sample size of 18 respondents. This is 5.2% of the study sampling whereas the proportion of the College to the total enrollment is 9.2%. The proportion of respondents for the Colleges of Arts and Sciences, Nursing and Pharmacy are about the same as the total student body composition. Home Economics and General Registration have twice as large samples as the total enrollment proportions.

When the very high composite ratings of the colleges on sample Roles and general Oualities are selected and compared to the very low composite ratings by college, some interesting data are uncovered. Those colleges which were tightly grouped very near the top or bottom of the ratings were judged to be virtually tied for high or low for that role or quality.

The College of Agriculture and Biological Science respondents had the highest self-estimations in Friend, Citizen, Humorist, Prompt, Thorough, Committed, Bold, Alert, Energetic, Enthusiastic and Real. They rated themselves almost at the lowest in Family Member and Musician. This College had 80% of its 34 respondents beyond the freshman level and 79% were males. This may partially account for the extreme ratings along with the distinctiveness of emphasis of the studies in that discipline.

The College of Home Economics respondents, who were all women and 59%

College of Agriculture & Biological Science Composite

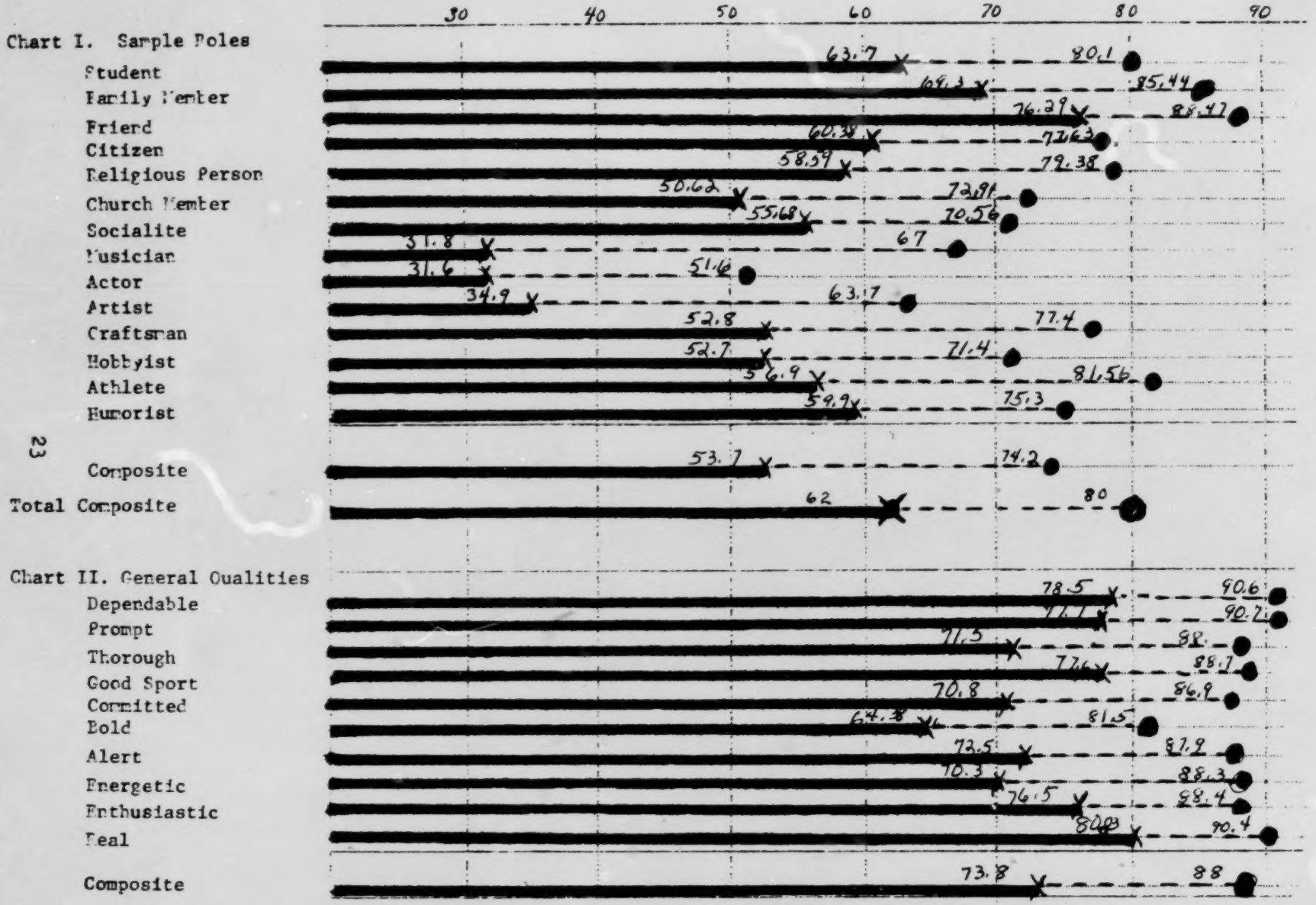


Chart 10

College of Arts and Sciences Composite

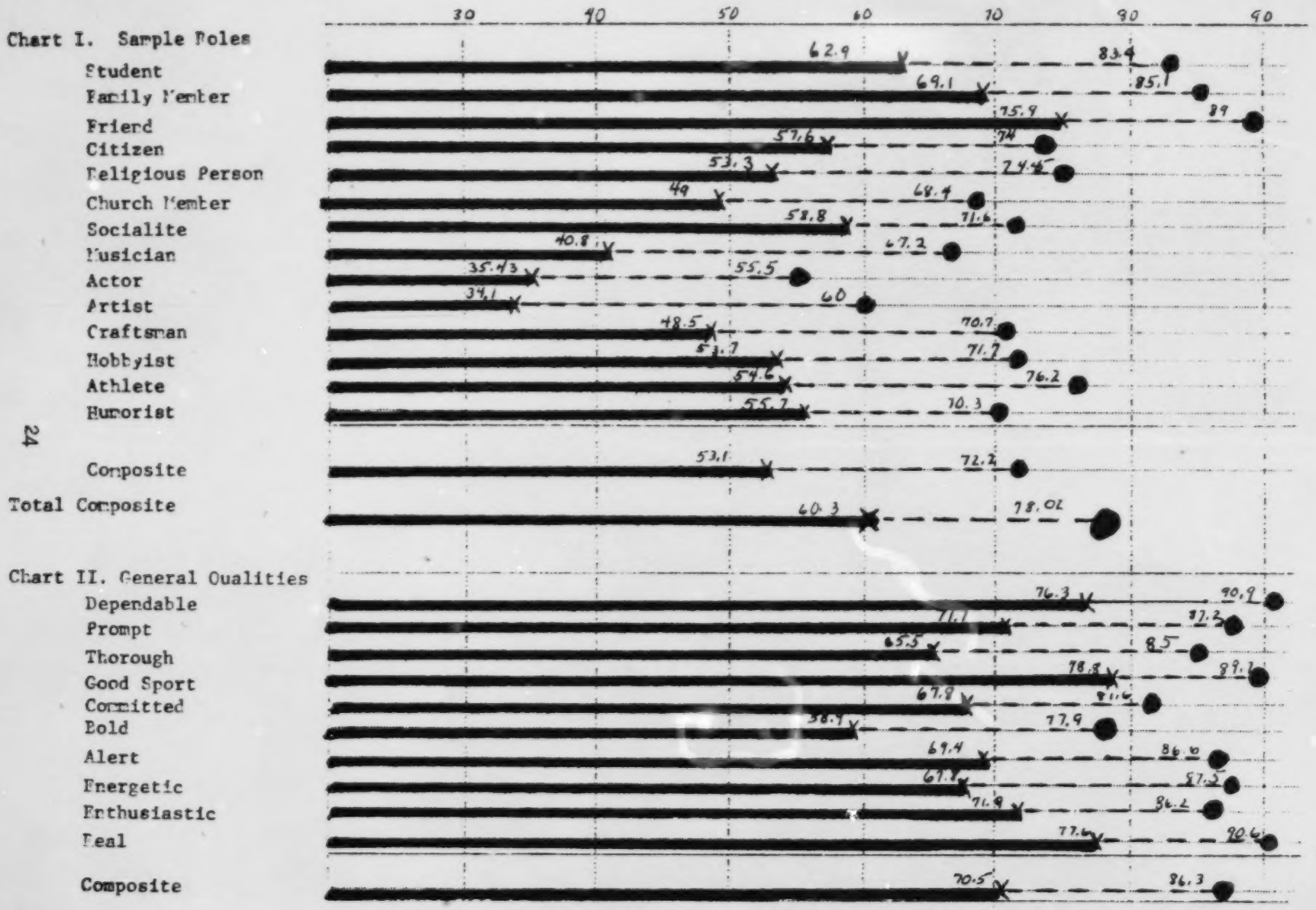
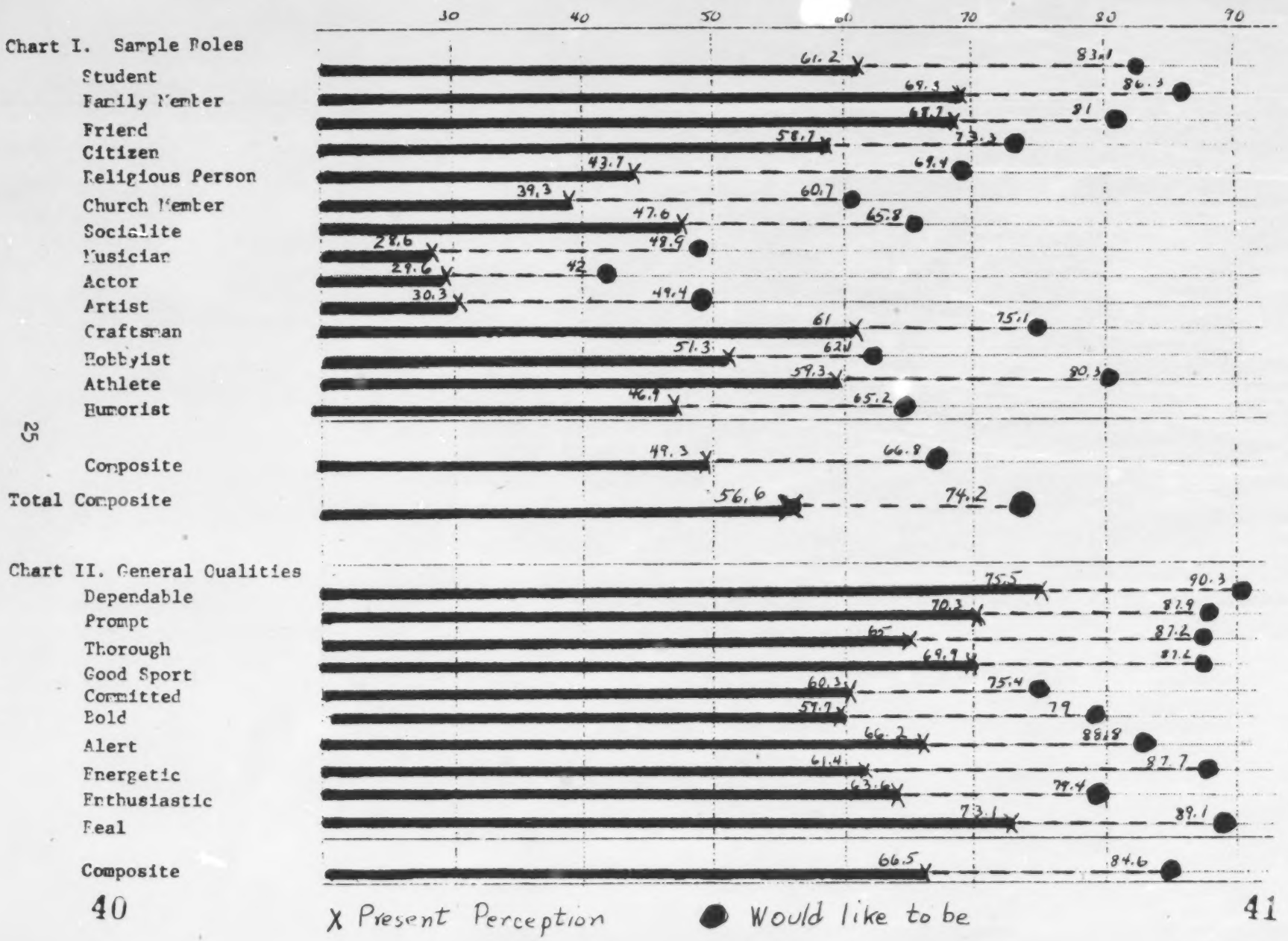
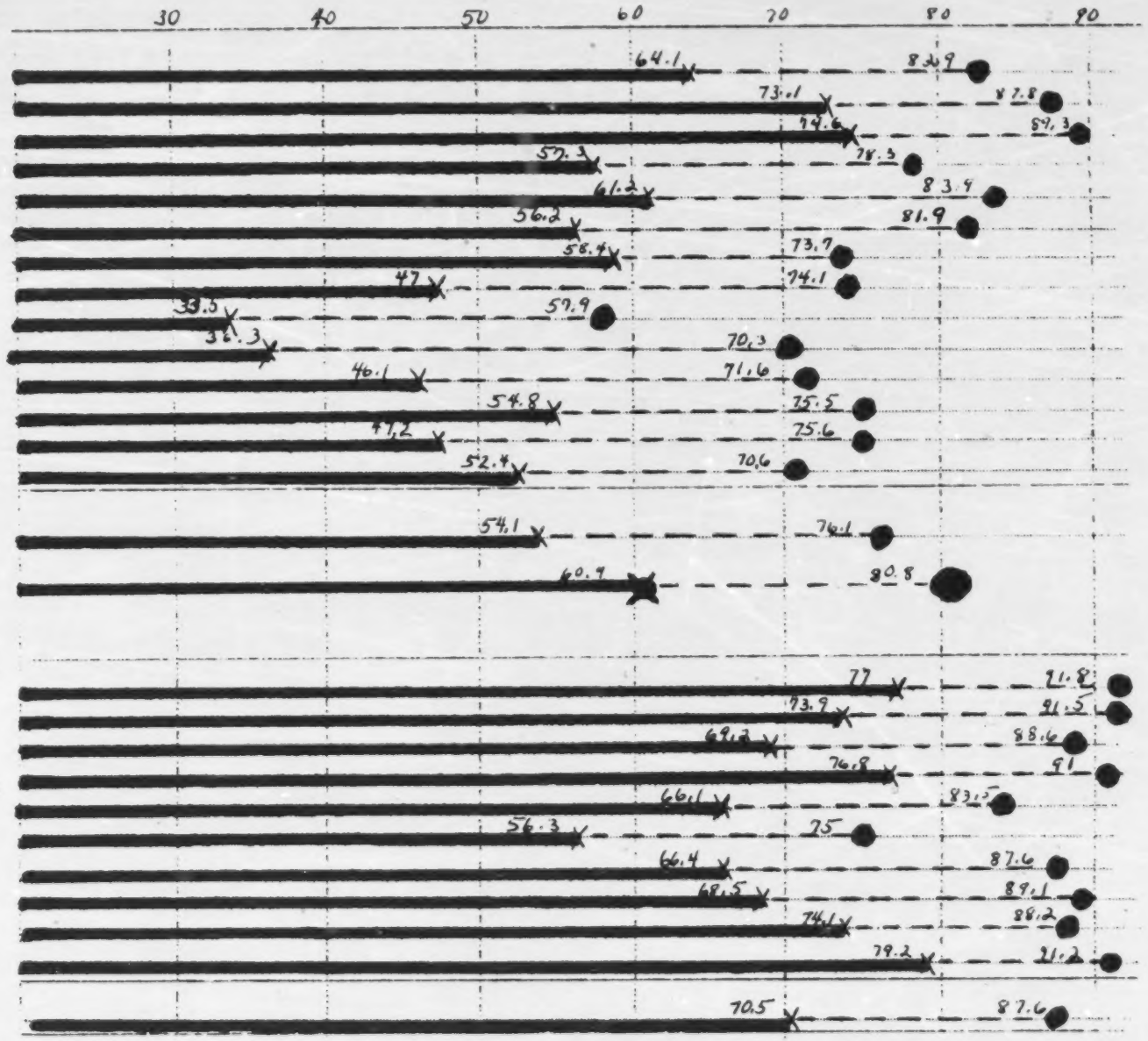


Chart II

COLLEGE OF ENGINEERING COMPOSITE



College of Home Economics Composite



COLLEGE OF NURSING COMPOSITE

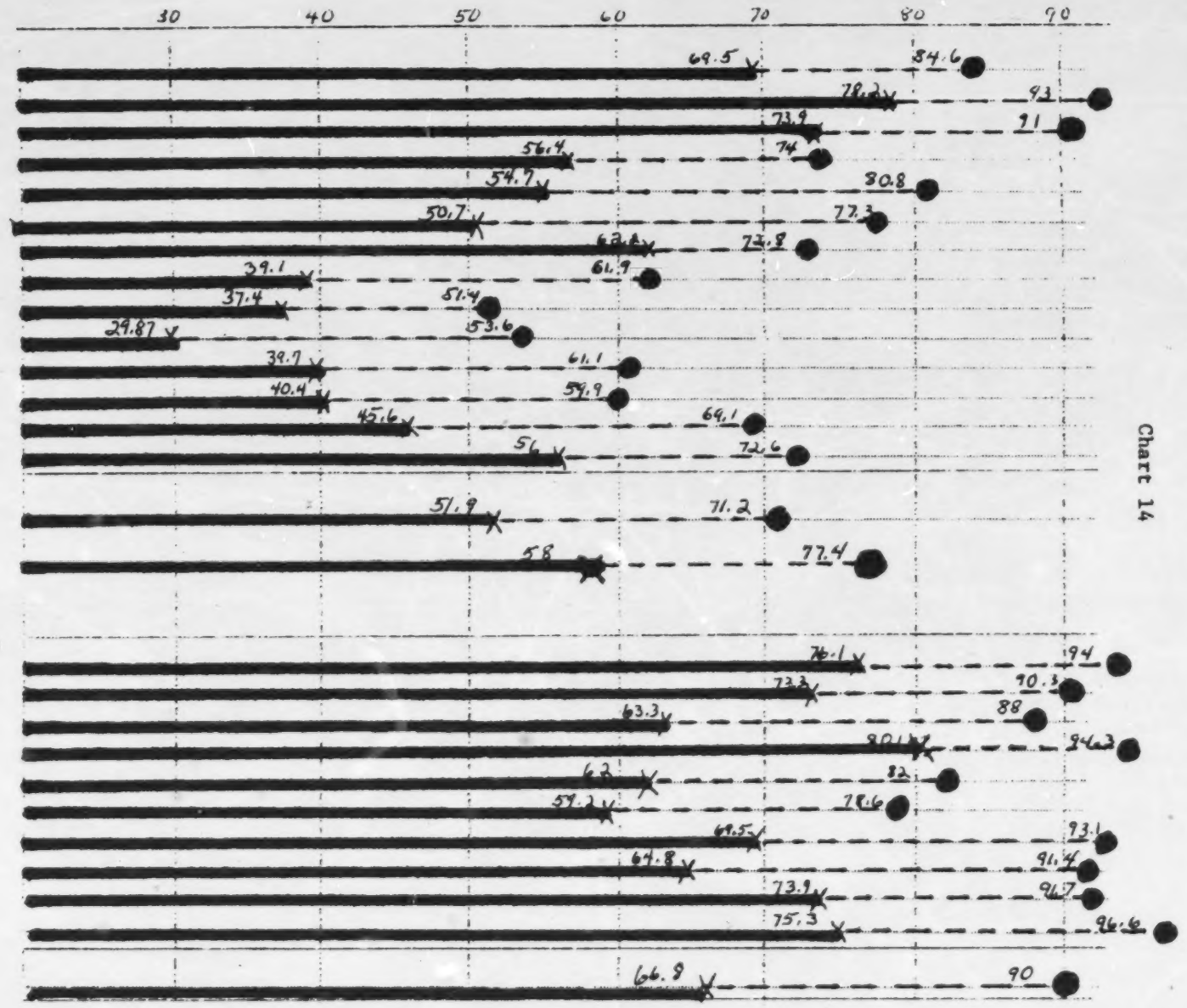


Chart 14

COLLEGE OF PHARMACY COMPOSITE

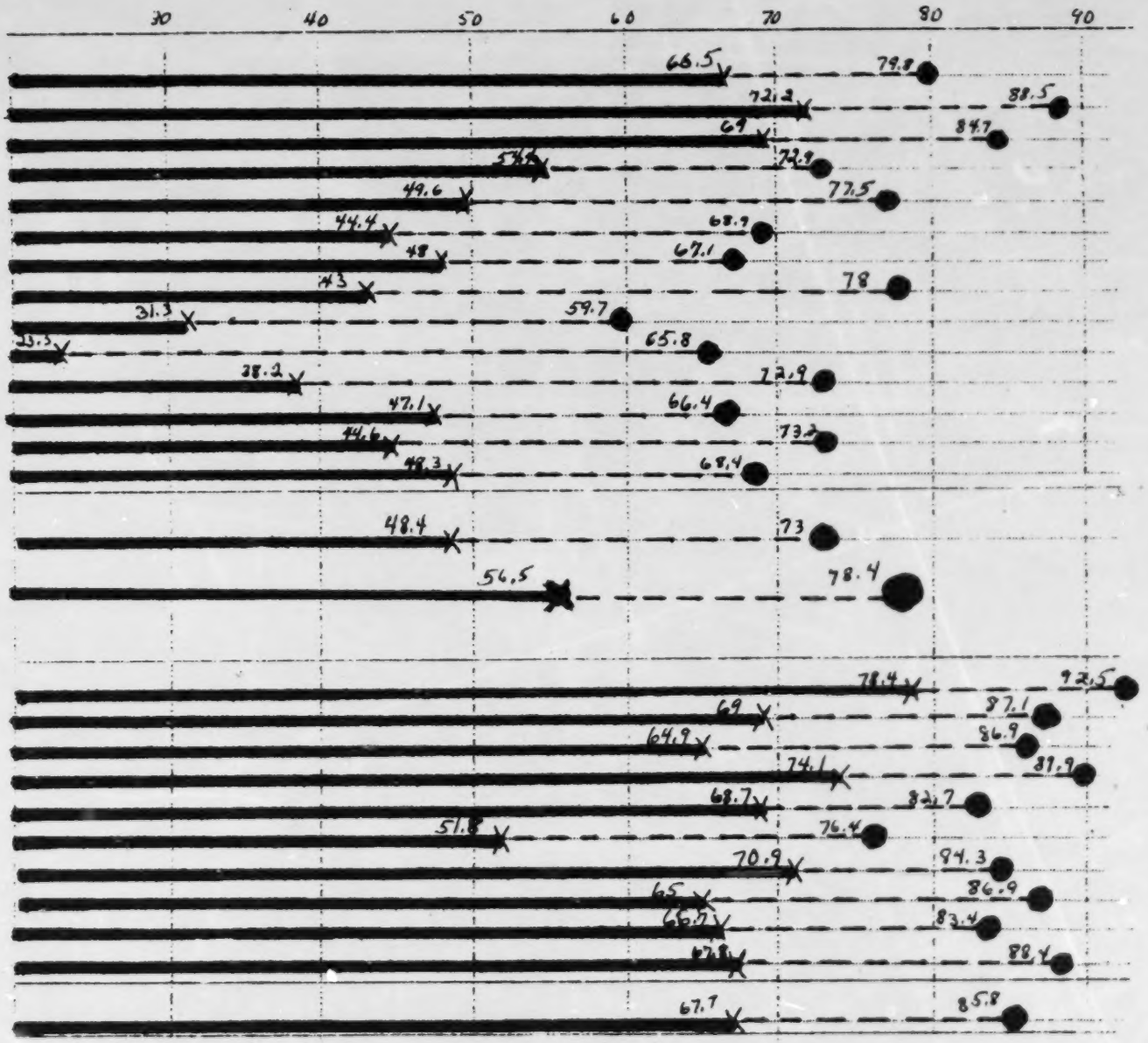


Chart 15

College of General Registration Composite

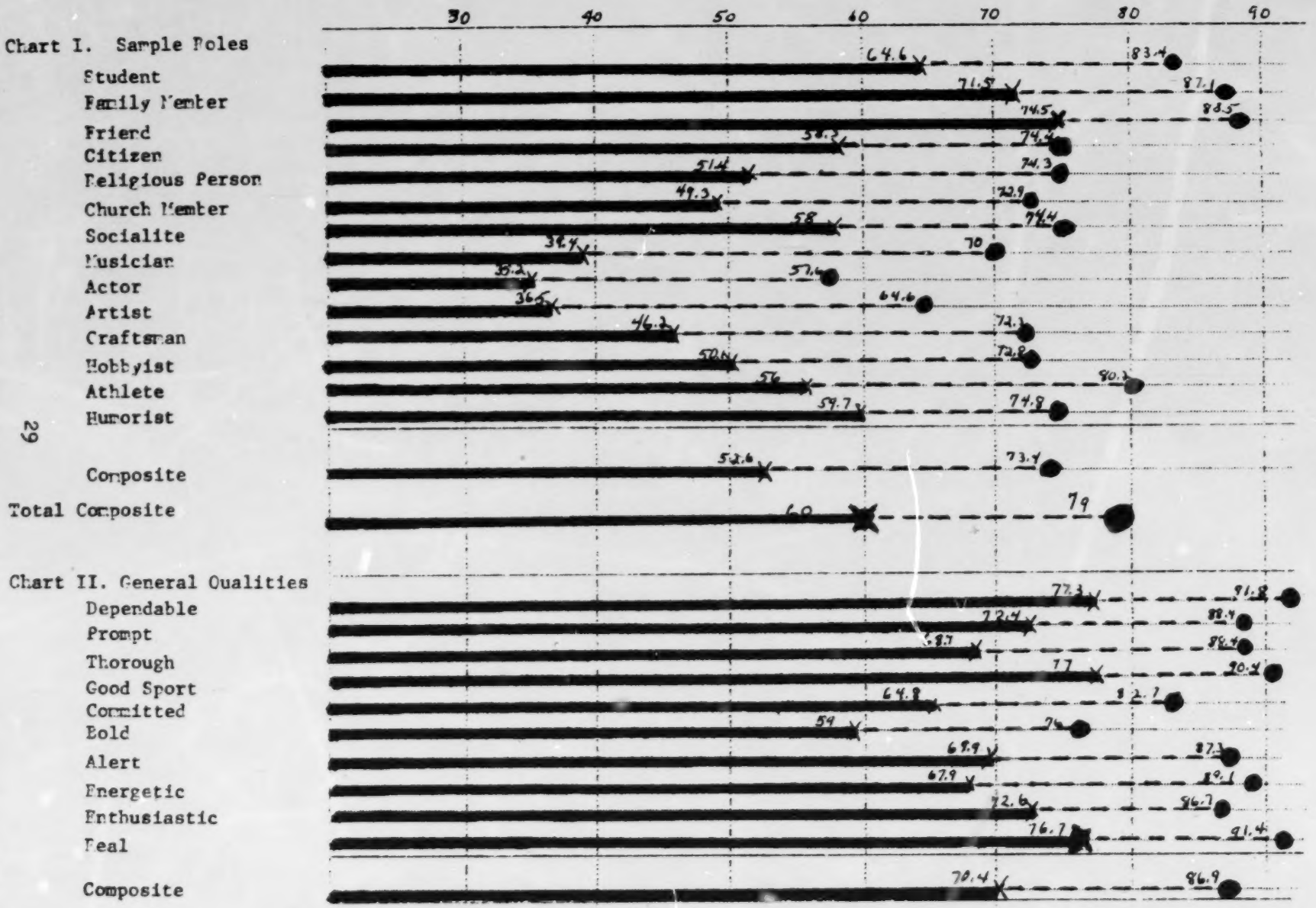


Chart 16

freshmen, rated themselves highest on Church Member, Religious Person, Musician and Hobbyist. They were almost tied for top place in the role of Artist and the quality of Realness. However, they were very near the lowest in Athlete and Alertness.

The small sampling of 23 respondents from the College of Nursing were all women and 65% of them were freshmen. They ranked themselves highest in Student, Family, Socialite, Actor, and Sportsmanship. They were lowest in Hobbyist, Thoroughness, and among the lowest in Artist, Craftsman and Athlete.

Students from the College of General Registration rated themselves highest in Artist and very near the highest in Humorist.

The College of Engineering respondents rated themselves as highest in Craftsman and Athlete. They were lowest in self-appraisal in Student, Friend, Religious Person, Church Member, Musician, Actor, Humorist, Dependable, Sportsmanship, Committed, Alert, Energetic, and Enthusiastic. They were very near the lowest in Family Member. The sample of 18 respondents was quite small and had only one woman. It is easy to understand the two highest ratings although some of the lowest ratings are less obvious to explain.

Persons from the College of Pharmacy rated themselves lowest in Citizen, Artist, Athlete, Prompt, Bold and Real. They saw themselves very near the lowest in Friend, Church Member, Socialite, Craftsman and Humorist. The sampling was small (23 respondents) and 57% freshmen.

The largest sampling from any college was 101 from the College of Arts and Sciences. This may partially account for the lack of extremes in ratings in comparison to other college respondents. They ranked themselves lowest in the role of Family Member. More than 52% of the respondents were from the classes above the freshman year and possibly they had ventured beyond the strong sense of dependence on family characteristic of many freshmen.

DESIRE FOR SELF-IMPROVEMENT

It is gratifying to note the consistent and considerable positive aspiration of the 347 respondents across the 14 sample Roles and 10 general Qualities. Charts 17 and 18 show the percentage points of difference between where students perceive themselves to be and where they would like to be.

Total composite figures on Chart 44 indicate that there is less difference on general Qualities (16.7%) than on sample Roles (20.5%). Lowest of the differences is Friend (13.8%) and Real (14%). The highest differences are Artist (29%) and Musician (28.3%).

A comparison of men and women shows that men have greater differences on Student, Family Member, and Musician. In all 21 of the other categories, the women exceed the men in the amount of self-dissatisfaction they have. The composite for men on all 24 variables totals 17.4% as opposed to 19.3% for women. This would seem to indicate that men have slightly less sense of desire to change themselves than women.

A careful look at the differences by year in college reveals that there is a greater sense of need to improve on the part of freshmen (20.3%) than for upper classmen. Sophomores (17.3%) rate themselves as more satisfied with their present status than juniors (18.7%). Seniors (15.1%) rate themselves as most satisfied with their performance as related to their aspirations. It would appear to be logical to assume that self satisfaction by year in college would increase progressively as the student moves from class to class. Could it be that this difference of 1.4% points on the part of juniors is related to the proverbial sophomore slump? The freshman tends to be unsure because he is on new ground. The sophomore gains

RATING DIFFERENCES

By Sex and Year

	Total	Male	Female	Freshmen	Sophomores	Juniors	Seniors
Chart I. Sample Roles							
Student	18.46	19.26	18.11	22	19.1	16.3	8.6
Family Member	15.5	18.06	14.35	19.3	17.9	19.7	18.6
Friend	13.8	12.45	14.41	15.1	12.8	12.6	9.1
Citizen	17.11	14.12	18.46	18.2	17.3	15.1	11.3
Religious Person	22.52	21.85	22.82	24.3	20	19.5	21.4
Church Member	22.8	21.7	23.29	24.1	19.8	23.6	23.1
Socialite	14.72	15.54	14.34	16.9	12.2	12.5	10.6
Musician	28.32	29.88	27.61	28.1	29.1	31.8	24
Actor	21.03	18.94	21.98	23	20.3	18.9	12.8
Artist	28.98	26.09	30.28	29.6	29.1	29	24.2
Craftsman	24.26	21.61	25.46	25.1	23	20.9	25.8
Hobbyist	19.29	14.14	21.6	21.1	16.8	18.3	16.5
Athlete	24.23	18.62	26.77	26.6	20.4	23.4	22.1
Humorist	15.98	14.2	16.78	18.8	12.4	13.8	10.6
Composite Sample Roles	20.53	19.86	21.21	22.1	18.9	19.4	16.8
Chart II. General Qualities							
Dependable	14.61	13.47	15.12	16	12.6	14.5	12.2
Prompt	16.31	15.55	16.65	17.4	15.4	17	11.4
Thorough	19.88	19.42	20.08	20.5	19	19.3	19.3
Good Sportsman	12.98	10.9	13.92	15.6	8.3	14.7	9.3
Committed	16.08	14.92	16.61	17.3	14.5	17.6	11.4
Bold	18.69	16.95	19.48	19.1	18.7	19.2	15.6
Alert	17.95	15.81	18.92	18.7	17.1	20.1	13.7
Energetic	21.01	19.46	21.72	21.7	19.9	24.8	16.3
Enthusiastic	14.35	12.54	15.17	16.3	11.6	17.2	7.9
Real	14.01	11.64	15.09	16.3	11.7	12.5	7.9
Composite General Qualities	16.65	15.12	17.34	17.9	15	17.7	12.7
Total Composite	18.71	17.38	19.26	20.3	17.3	18.7	15.1

Chart 17

RATING DIFFERENCES
By COLLEGE

	Agriculture Biological	Arts and Sciences	Engineering	Home Economics	Nursing	Pharmacy	General Registration
Chart I. Sample Roles							
Student	17.41	21.91	23.12	19.98	16.57	13.82	19.88
Family Member	18	20.54	23.54	16.9	19.18	20.83	17.98
Friend	12.18	12.99	12.33	14.54	17.09	15.65	13.63
Citizen	17.24	15.88	14.54	20.72	17.65	18.04	15.73
Religious Person	20.79	20.69	24.22	22.72	26.09	27.96	22.23
Church Member	22.29	19.73	20.22	25.67	26.61	26.43	23.01
Socialite	14.88	12.79	18.22	15.35	10.65	19.09	15.31
Musician	35.15	26.75	20.33	27.16	22.78	35	30.21
Actor	20.06	20.02	14.56	23.78	13.43	28.39	22.1
Artist	28.85	25.89	19.11	33.52	27.74	42.52	27.77
Craftsman	24.59	22.18	14.06	25.61	21.39	34.7	25.85
Hobbyist	18.09	17.74	10.78	20.72	19.52	19.26	22.42
Athlete	24.62	21.57	20.94	28	23.48	28.61	23.91
Humorist	14.74	14.61	18.28	17.67	16.65	20.09	14.82
Composite Sample Roles	20.5	19.1	17.56	22.06	19.61	24.83	20.81
Chart II. General Qualities							
Dependable	12.38	14.58	14.78	14.81	17.13	14.13	14.54
Prompt	13.06	16.18	17.56	17.59	16.22	18.09	16
Thorough	16.5	19.48	22.17	19.39	23.61	21.96	19.65
Good Sportsman	11.09	11.88	17.22	14.25	13.65	15.78	13.4
Committed	16.12	13.83	15.17	17.33	19.13	14	17.68
Bold	17.12	18.93	19.28	18.72	18.52	24.57	17.01
Alert	15.38	17.2	16.6	21.22	22.52	13.35	17.38
Energetic	18.03	19.66	26.28	20.67	25.43	21.91	21.22
Enthusiastic	11.91	14.35	15.83	13.84	17.04	16.74	13.91
Real	10.03	12.87	16	11.83	20.39	20.57	14.49
Composite General Qualities	14.24	15.83	18.17	17.01	19.52	18.17	16.59
Total Composite	17.85	17.8	17.89	19.91	19.43	22.04	18.97

Chart 18

confidence which he appears to partially lose in the junior year and gain even more self confidence or self satisfaction in the senior year. It would be interesting to explore this aspect of the study with a different sampling to see if this relationship is replicated.

An examination of Chart 18 reveals that the Colleges of Agriculture and Biological Science, Arts and Sciences and Engineering have virtually the same composite differences. They group at the low end of the difference scale and this would indicate that they see themselves as nearer their ideal than those in the other colleges. Home economics and Nursing respondents stand virtually together in the middle of the difference range. Respondents from the College of Pharmacy indicate the highest level of dissatisfaction with themselves as they are and have the greatest desire for change. Perhaps the demand for exactitude in this field of study tends to condition students to see themselves to be in greater need for up-grading themselves in the sample Roles and general Qualities than do the other respondents.

Students in only one College- Engineering, rate themselves as needing more change in general Qualities than in sample Roles. Students in Nursing have virtually the same estimation of need for change in both sample Roles and in general Qualities.

RECOMMENDATIONS

Little is known about the ways persons of various cohort groupings perceive themselves and what their typical aspirations actually are. This study is a step in the direction of promoting the refinement of research in this area of keen human interest. Any good research seems to uncover many questions which call for further study. If the researcher could know before he starts what he knows when he writes up his findings, he would very likely design his research somewhat differently. The following recommendations seem justified on the basis of the present study:

1. A carefully designed stratified random sampling should be made at South Dakota State University and the study replicated to see the extent to which the findings of this study are reliable.
2. Similar studies should be completed in other institutions of higher education in South Dakota as well as in representative institutions in other sections of the nation and of the world.
3. Both Junior High School and Senior High School students should be studied using the same approach.
4. Non-college persons of the same age should be studied for control grouping.
5. Persons should be studied at various periods of adulthood.
6. Comparisons should be built into the study to discover possible differences in responses by such factors as race, religion and economic status.
7. A longitudinal study starting with persons in early adolesence and continuing on into adulthood should be made to learn to what extent

personality profiles tend to change or to remain the same according to the self-perceptions of individuals on sample Roles and general Qualities.

APPENDIX

Charts 19 to 45 in the Appendix depict data showing how each of the fourteen Sample Roles composites and the ten General Qualities composites compare by sex, year in college and college of the University of the 347 respondents in the study.

Chart 19

COMPSITE COMPARISON

STUDENT

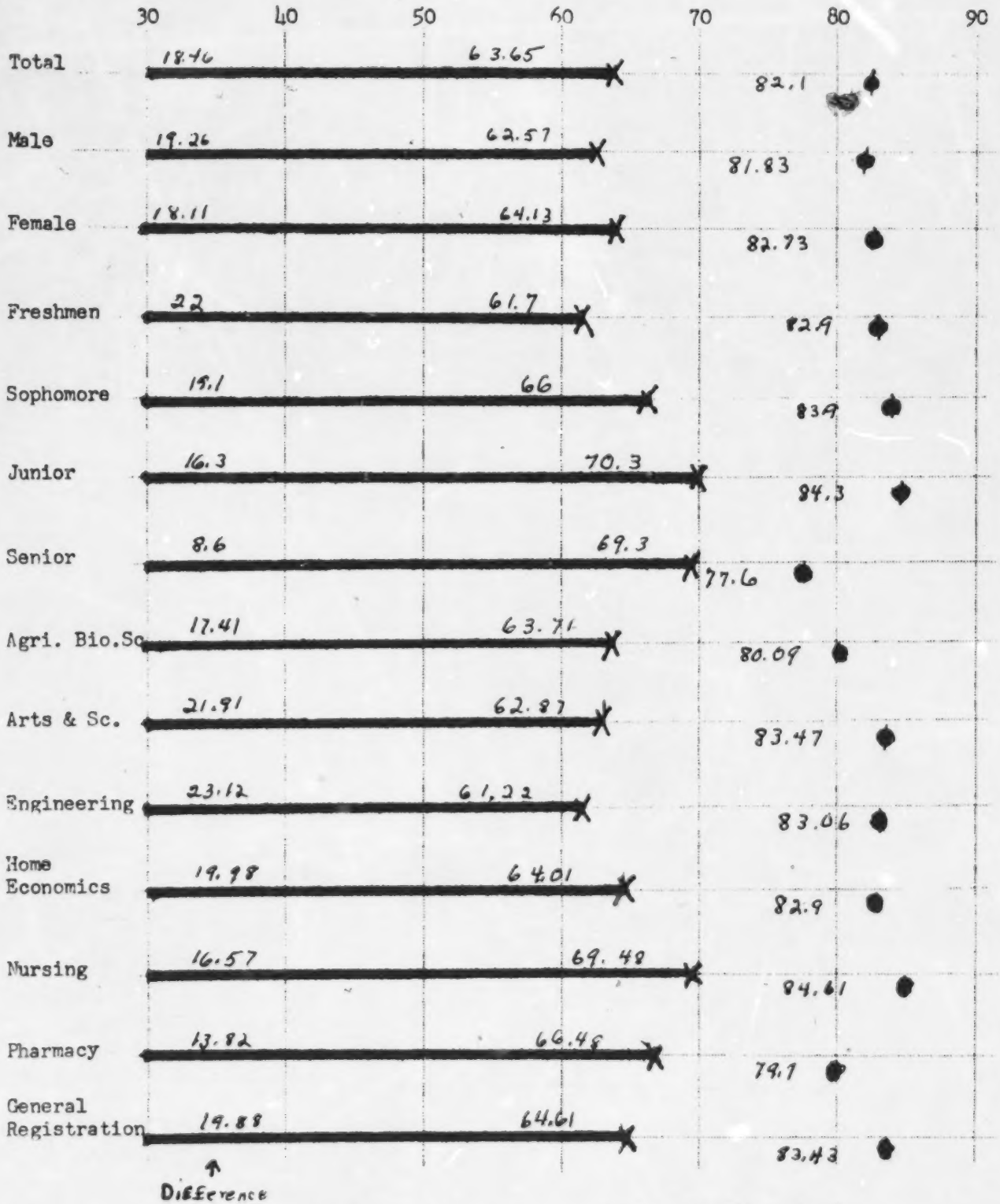
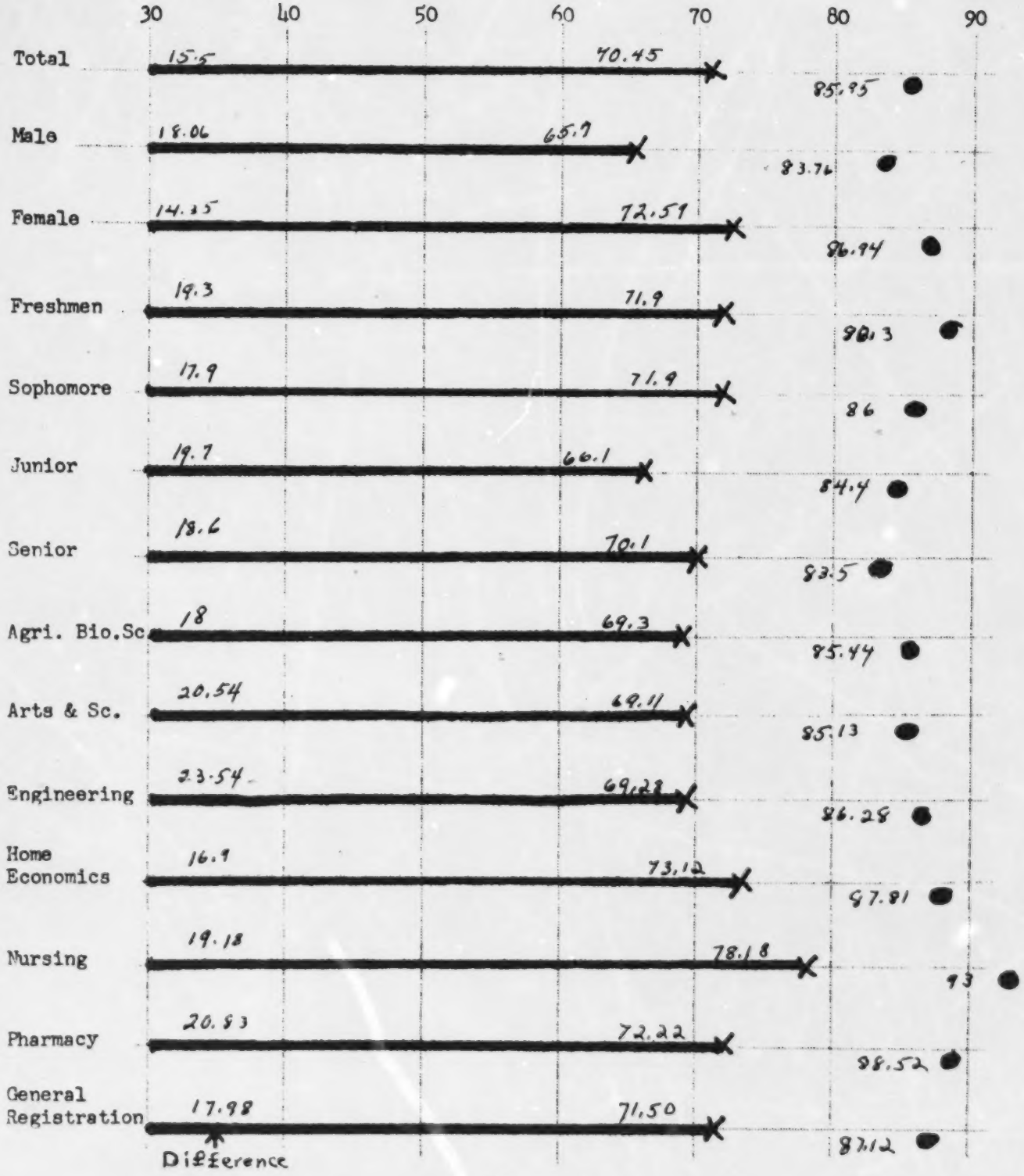


Chart 20

COMPSITE COMPARISON

FAMILY MEMBER

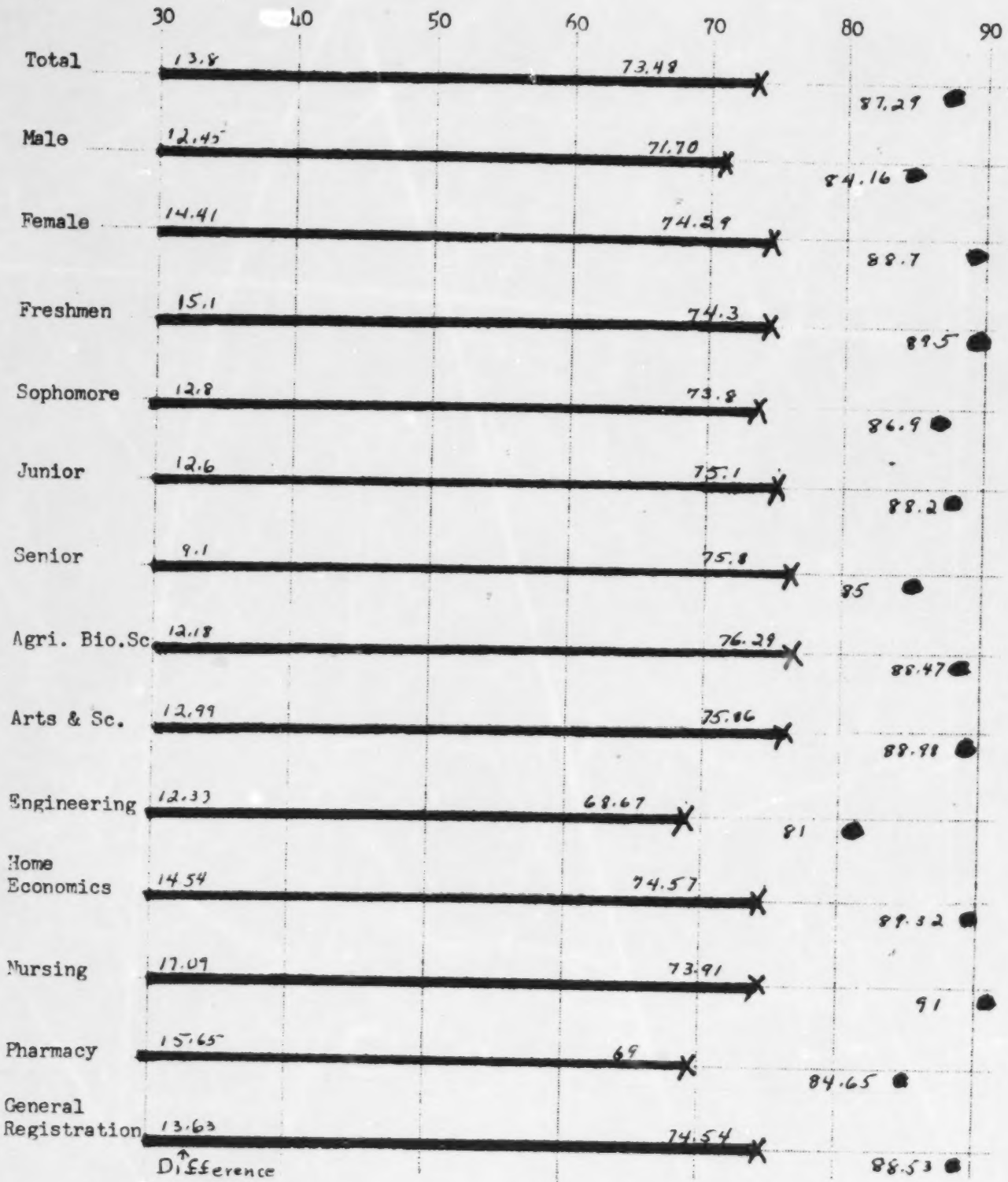


X Present Perception ● Would like to be

Chart 21

COMPSITE COMPARISON

FRIEND

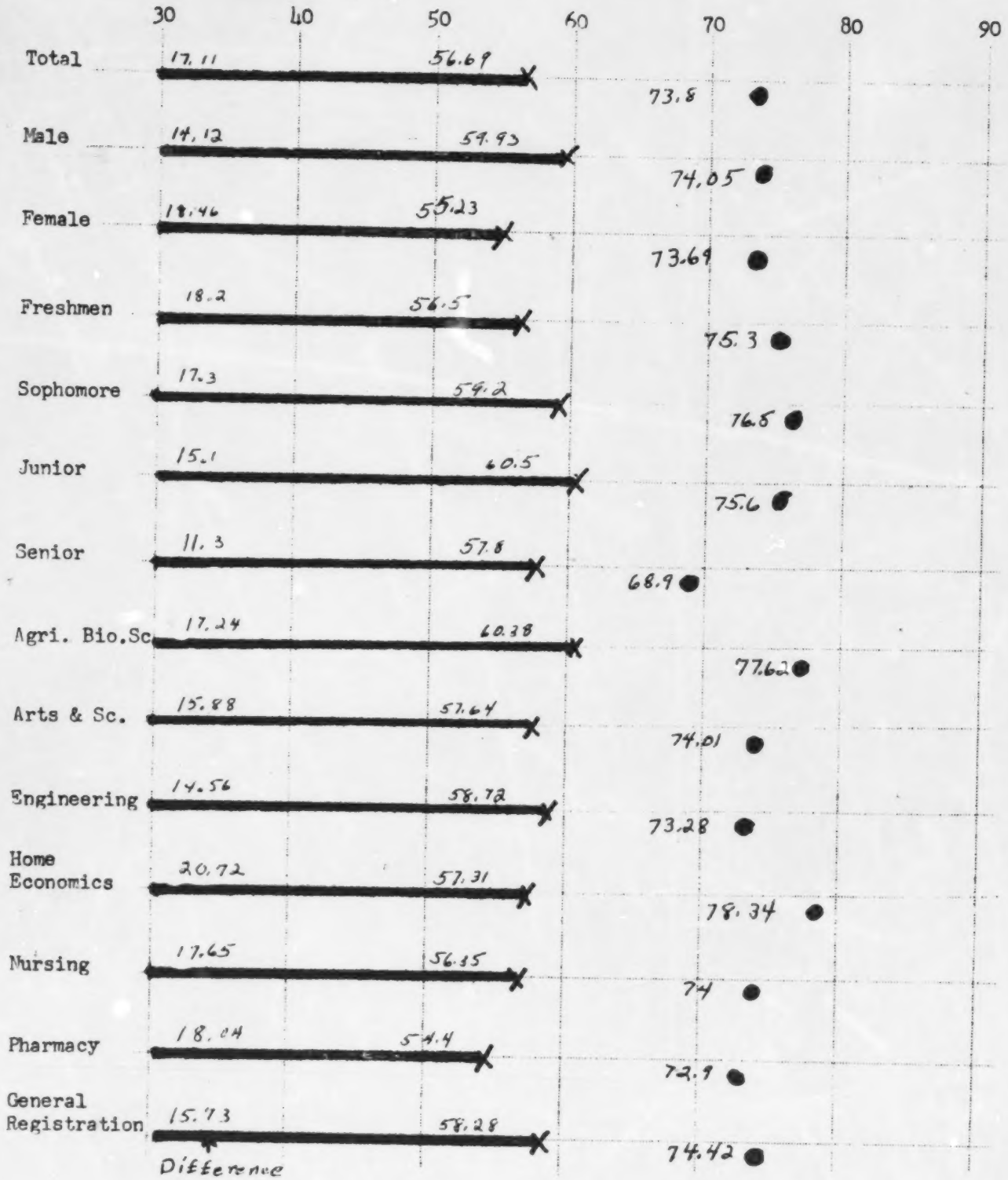


39

Chart 22

COMPSITE COMPARISON

CITIZEN



× Present Perception 40 ● Would like to be

Chart 23

COMPSITE COMPARISON

RELIGIOUS PERSON

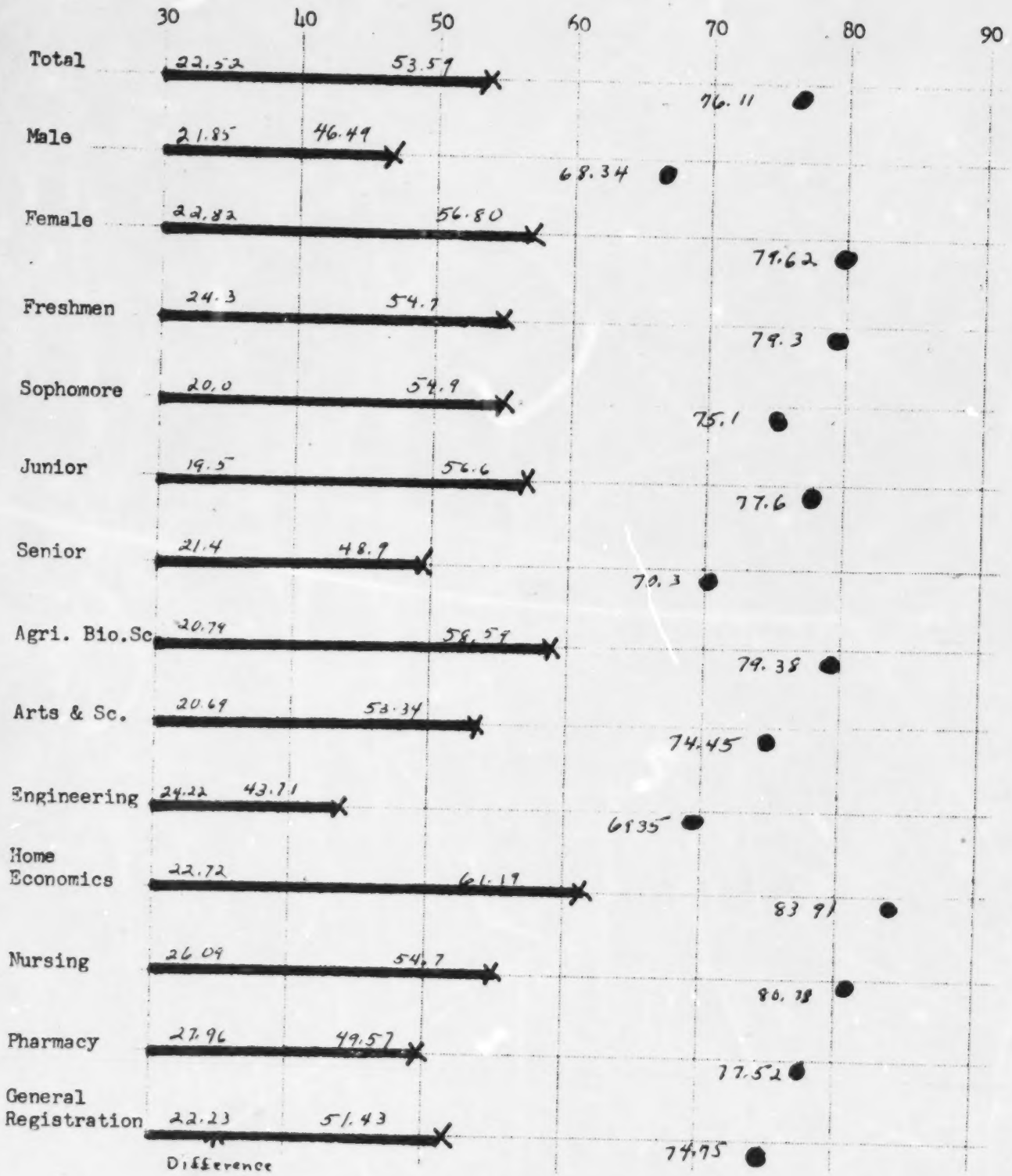


Chart 24

COMPOSITE COMPARISON

CHURCH MEMBER

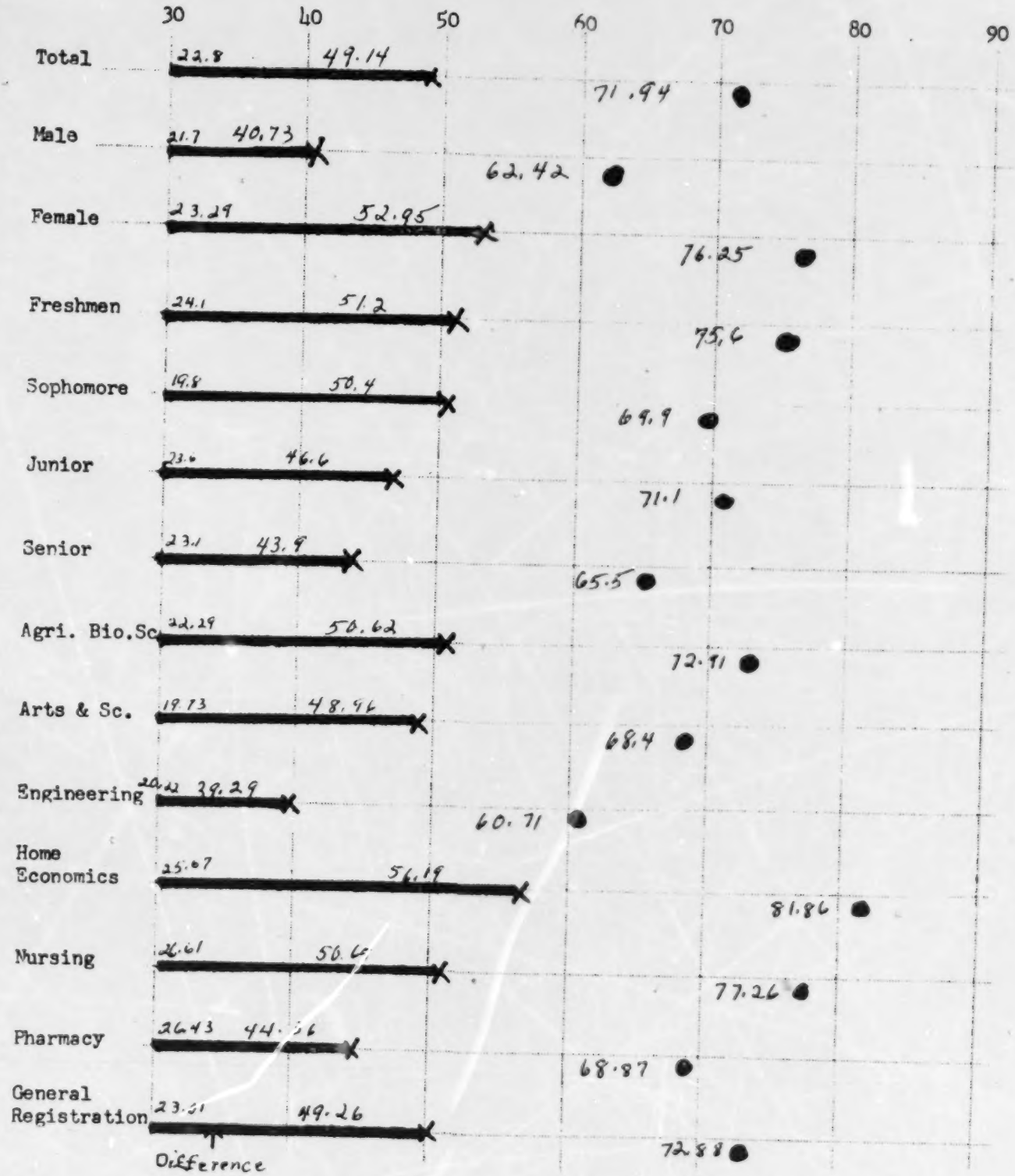


Chart 25

COMPSITE COMPARISON

SOCIALITE

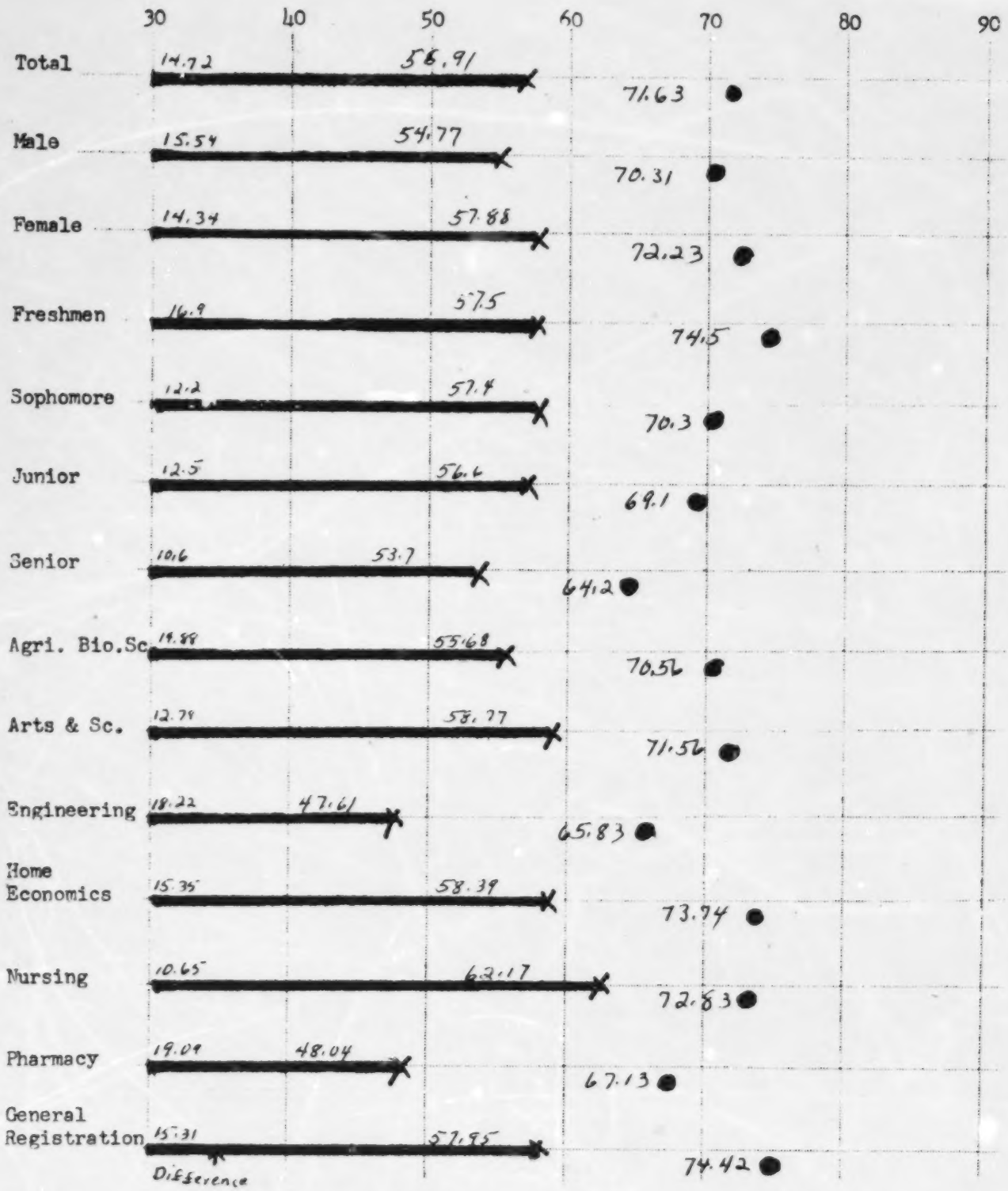
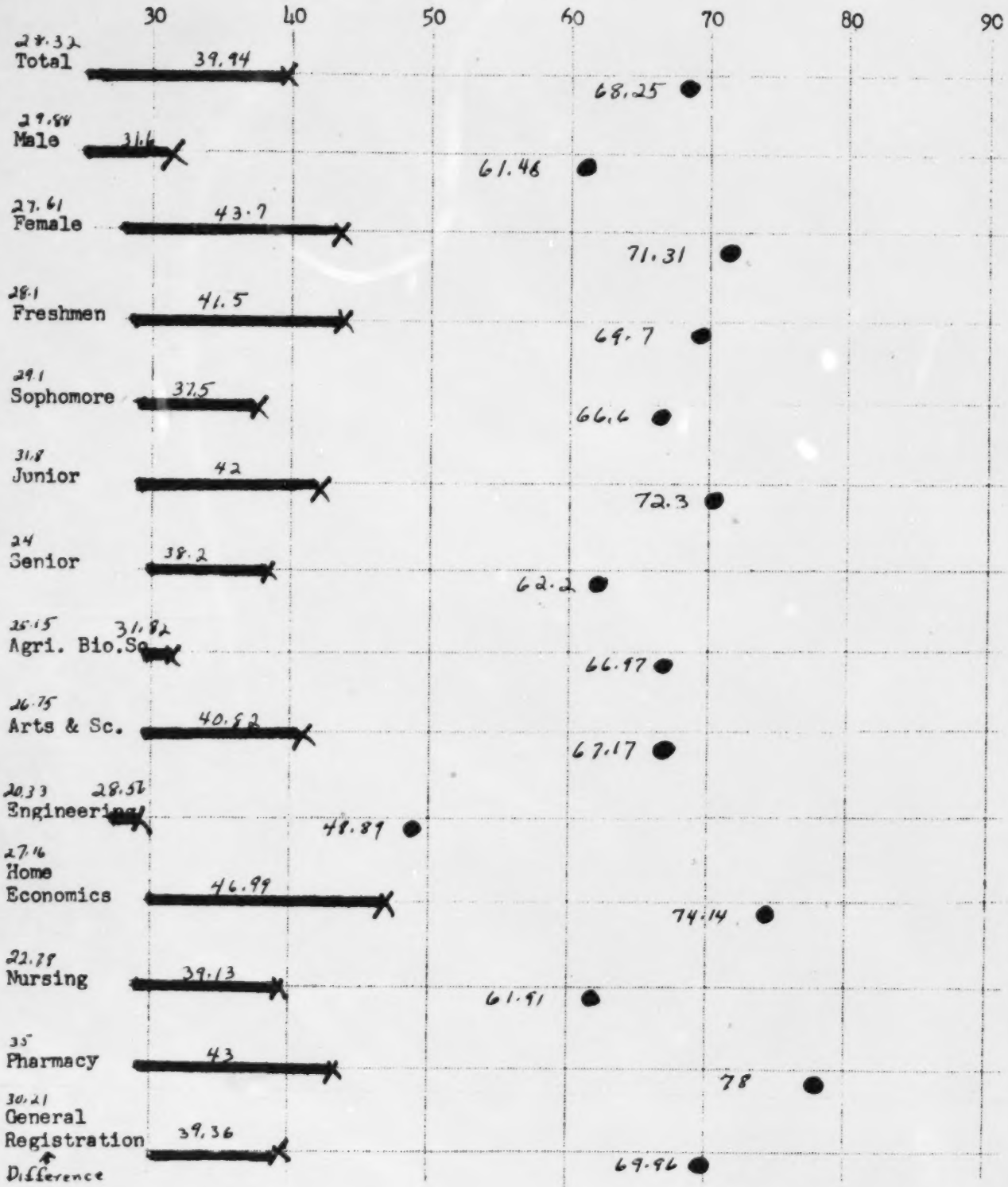


Chart 26

COMPSITE COMPARISON

MUSICIAN



X Present Perception 44 ● Would like to be

Chart 27

COMPSITE COMPARISON

ACTOR

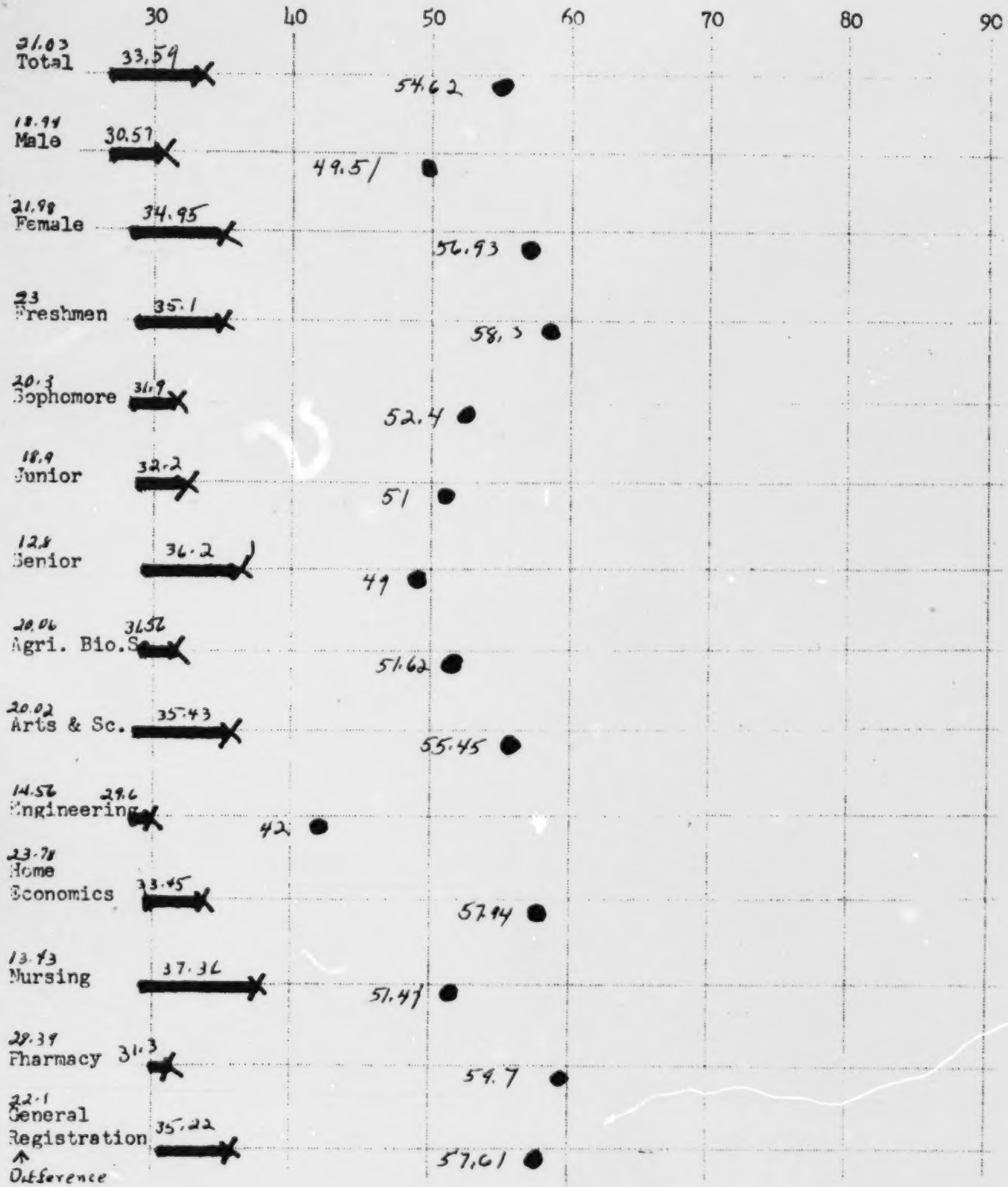


Chart 28

COMPSITE COMPARISON

ARTIST

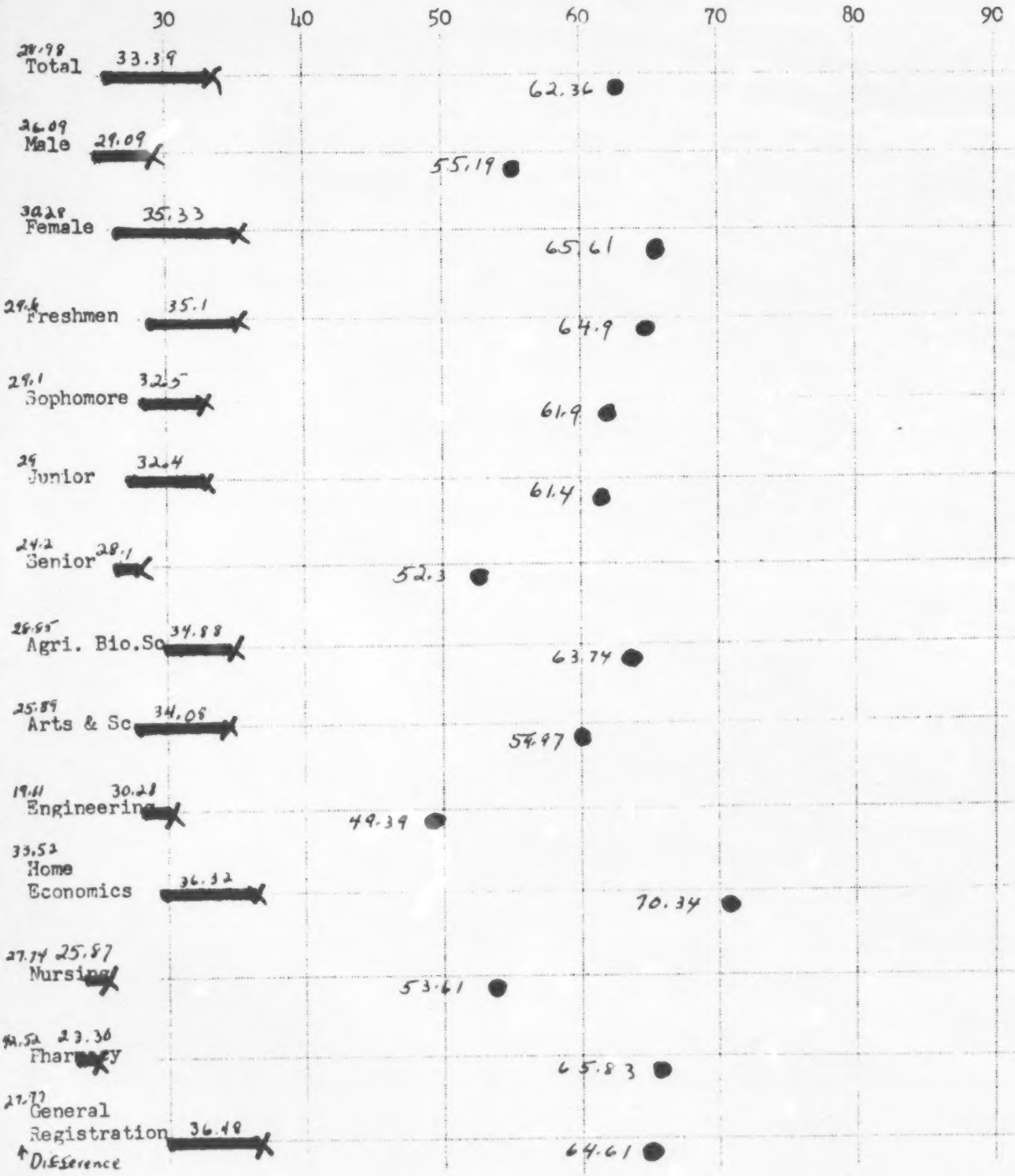


Chart 29

COMPOSITE COMPARISON

CRAFTSMAN

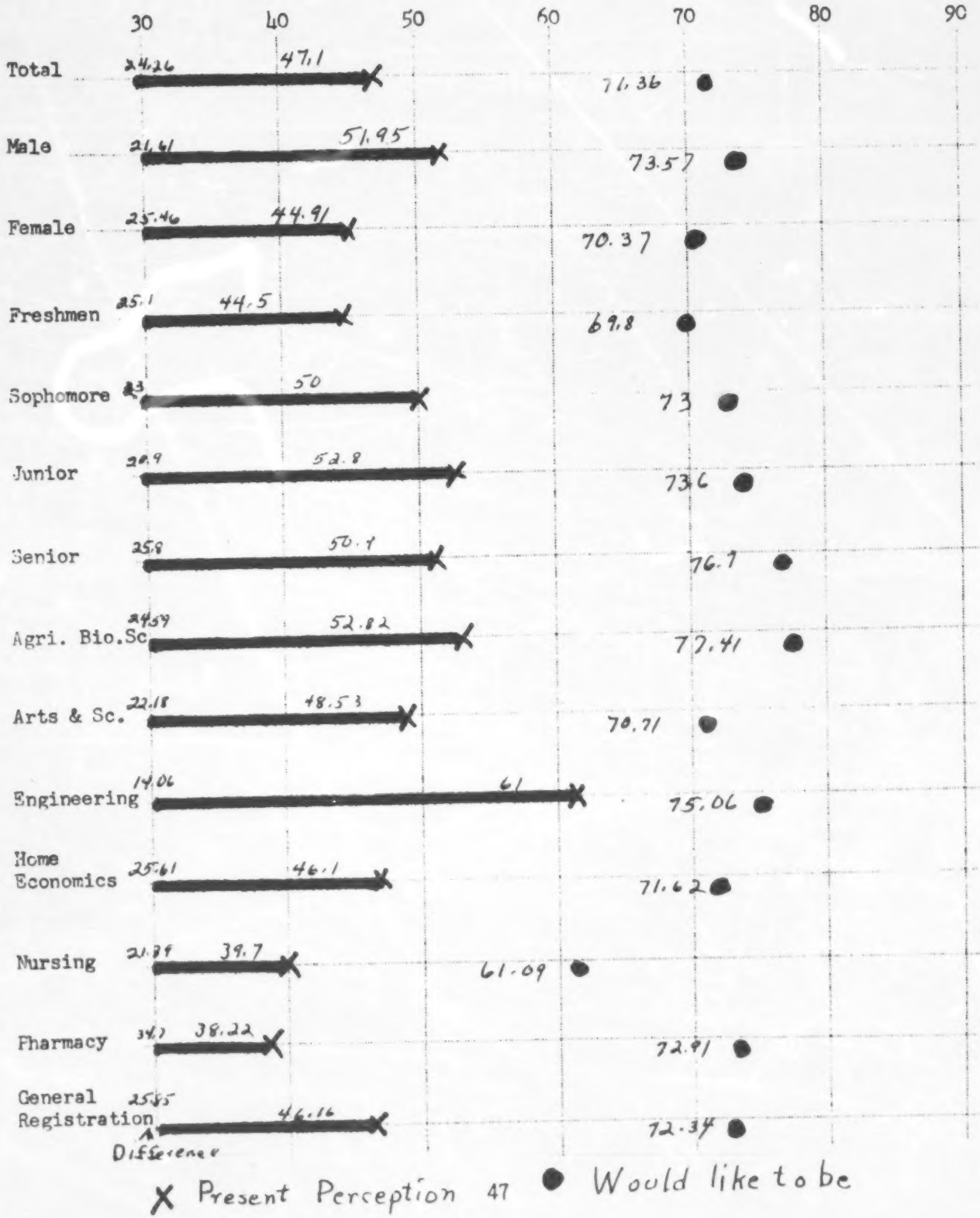
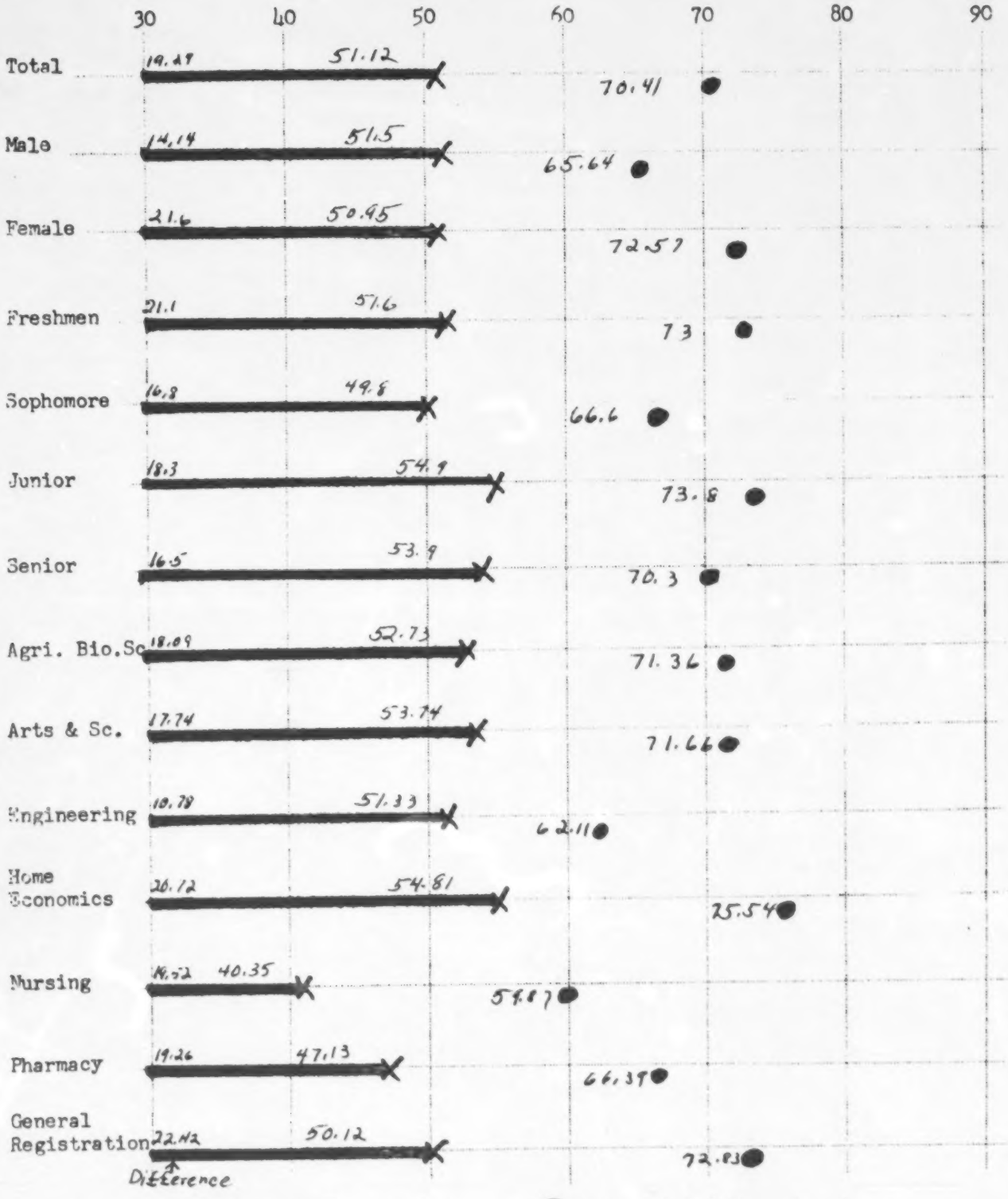


Chart 30

COMPSITE COMPARISON

HOBBYIST



X Present Perception 48 ● Would like to be

Chart 31

COMPSITE COMPARISON

ATHLETE

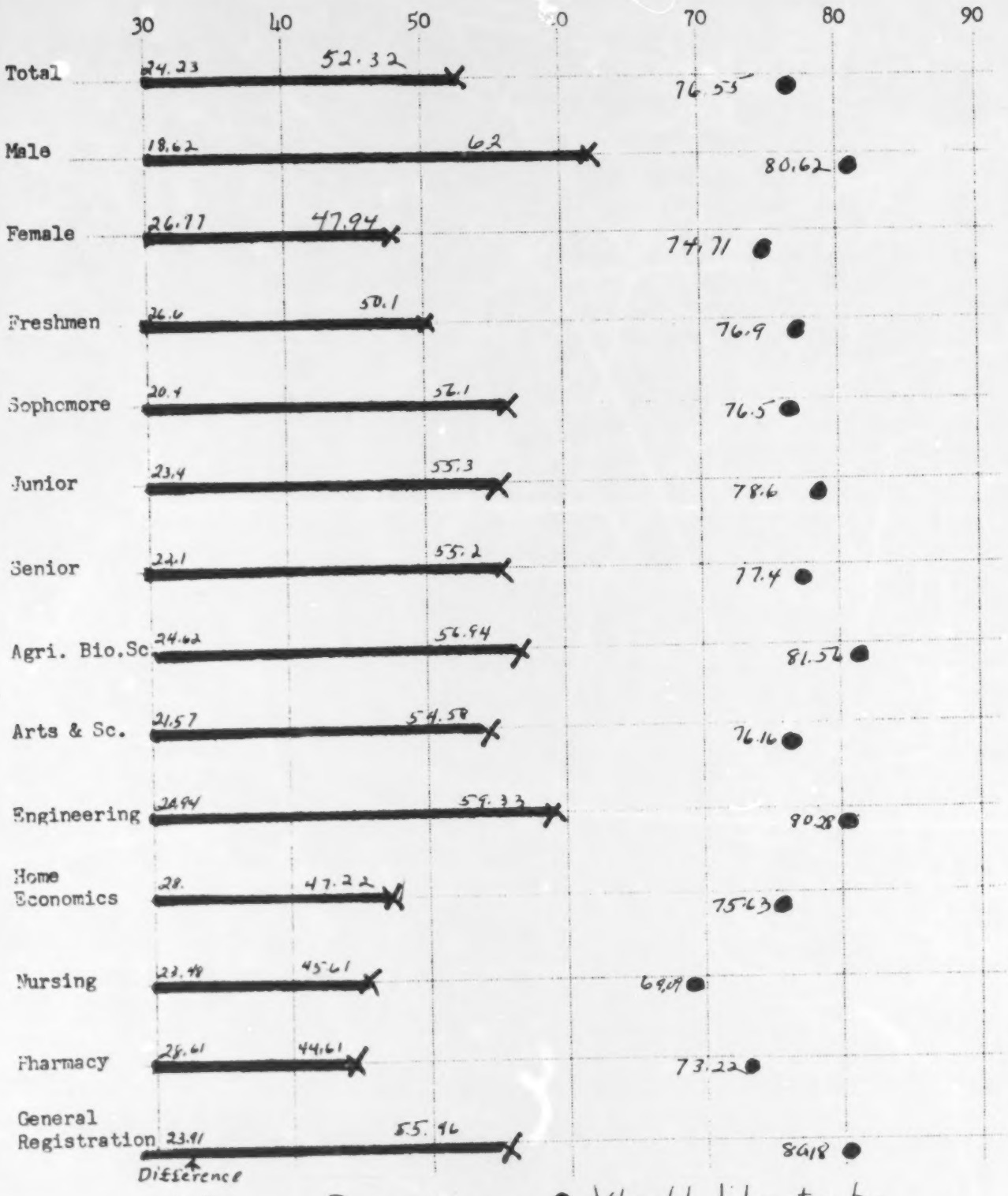


Chart 32

COMPSITE COMPARISON

HUMORIST

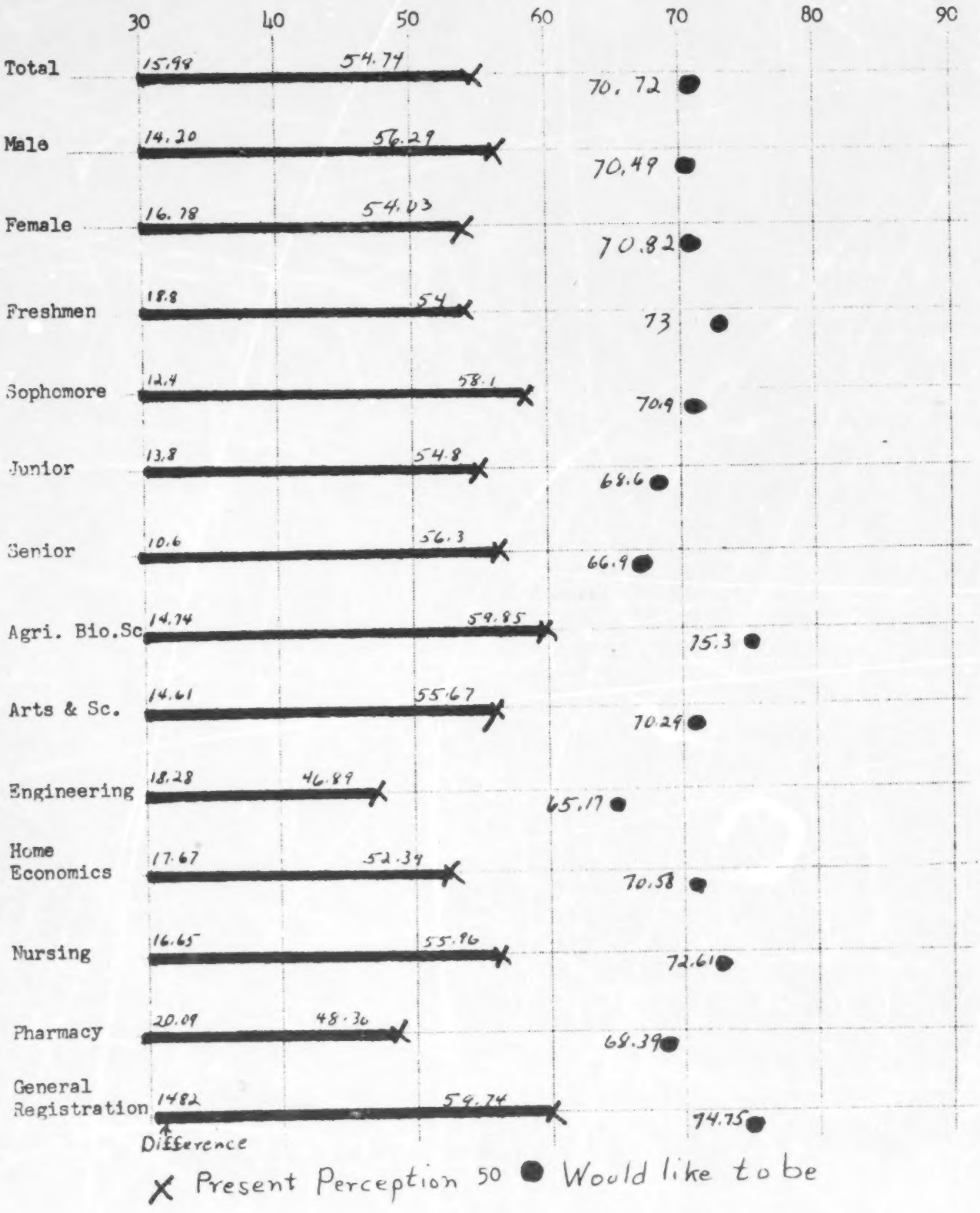


Chart 33

COMPOSITE COMPARISON

SAMPLE ROLES

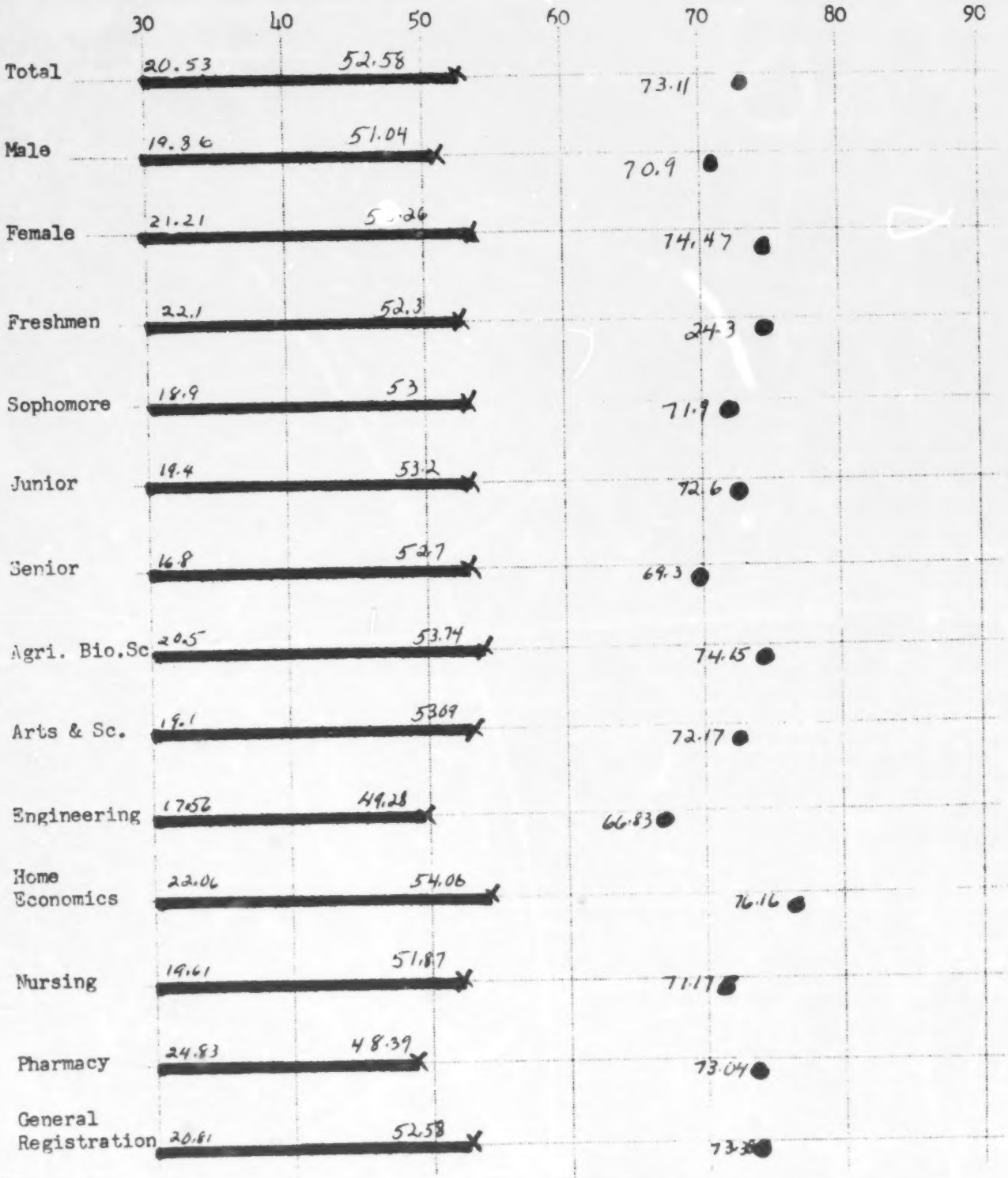
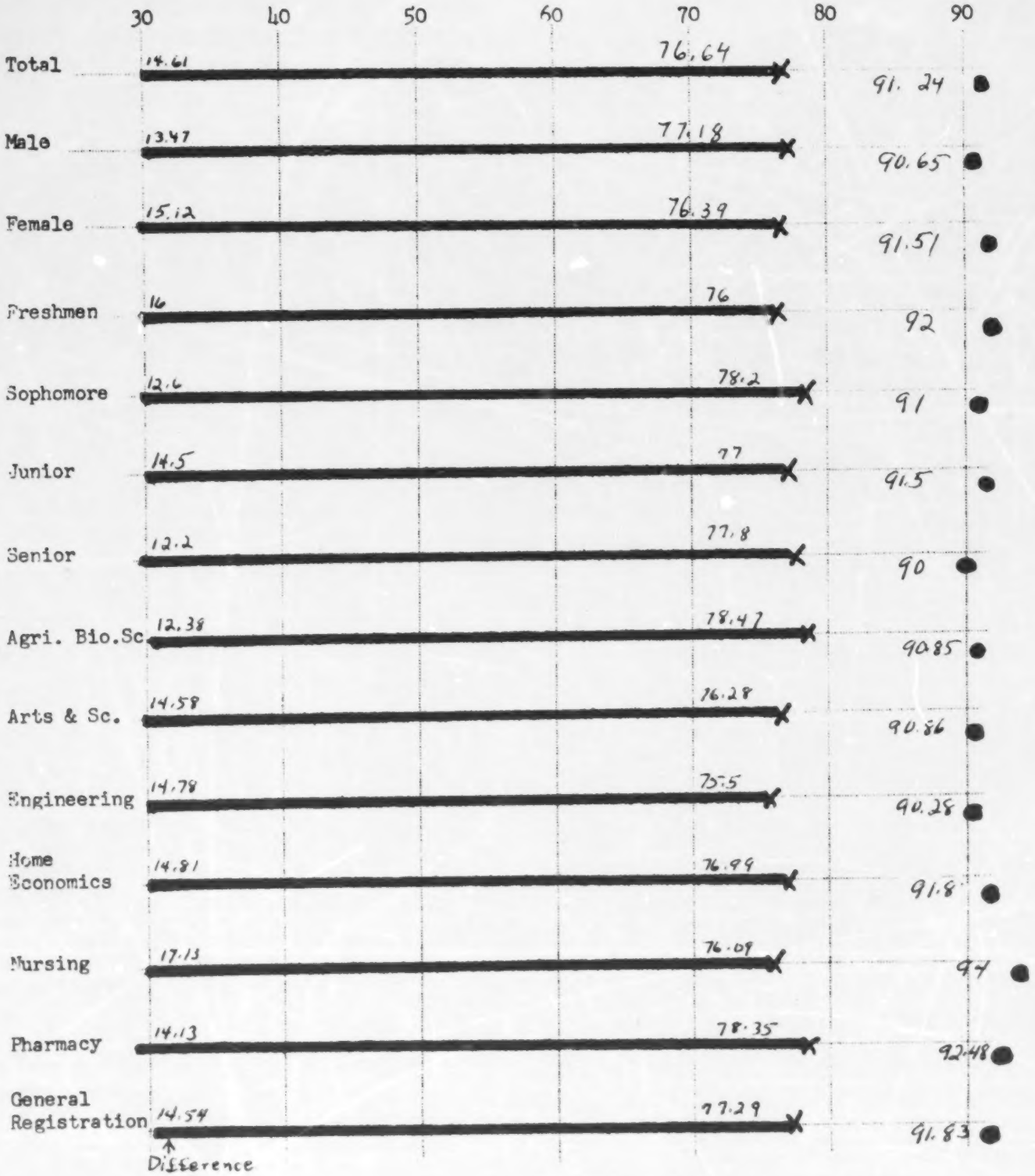


Chart 34

COMPSITE COMPARISON

DEPENDABLE



X Present Perception 52 ● Would like to be

Chart 35

COMPSITE COMPARISON

PROMPT

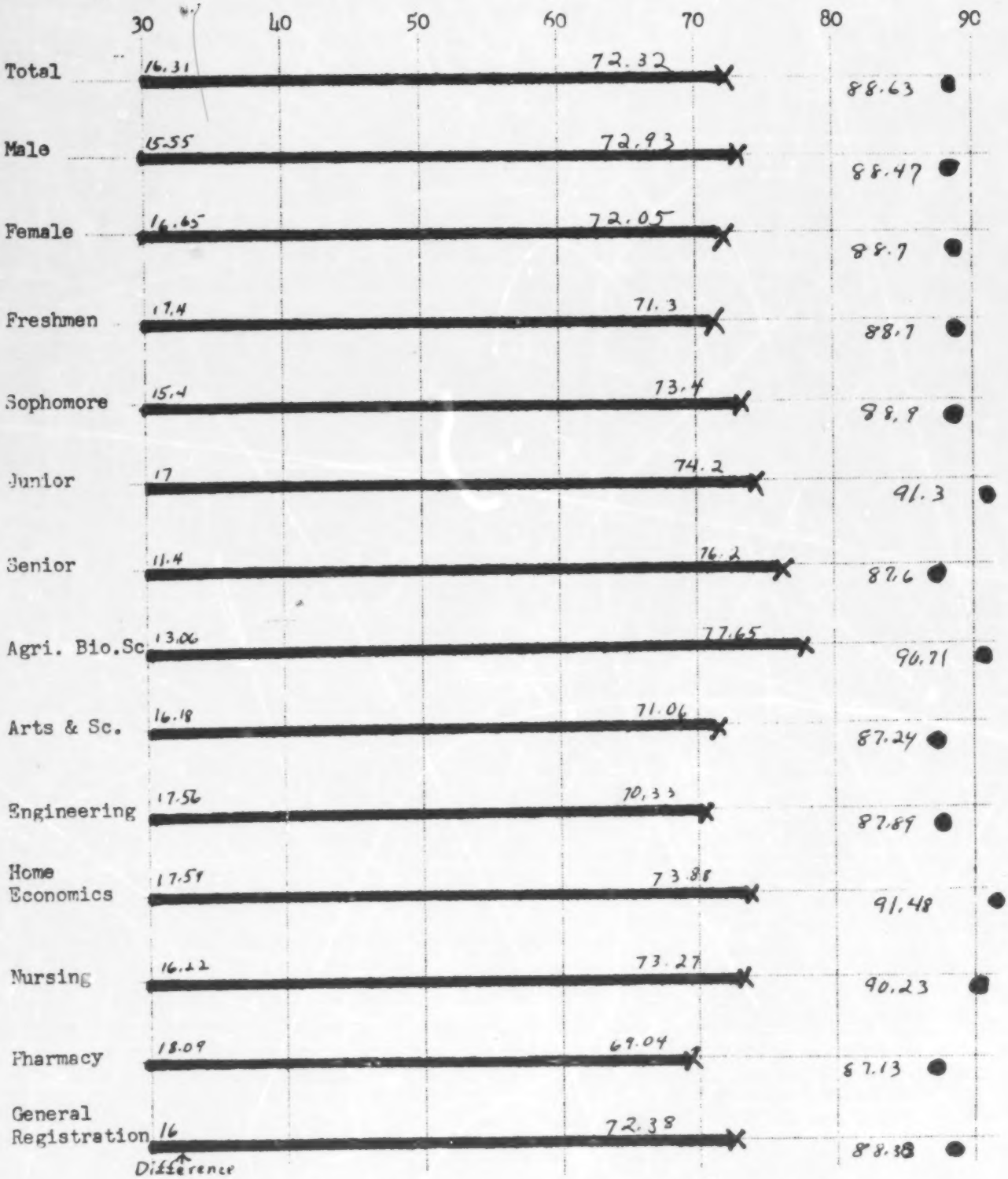


Chart 36

COMPSITE COMPARISON

THOROUGH

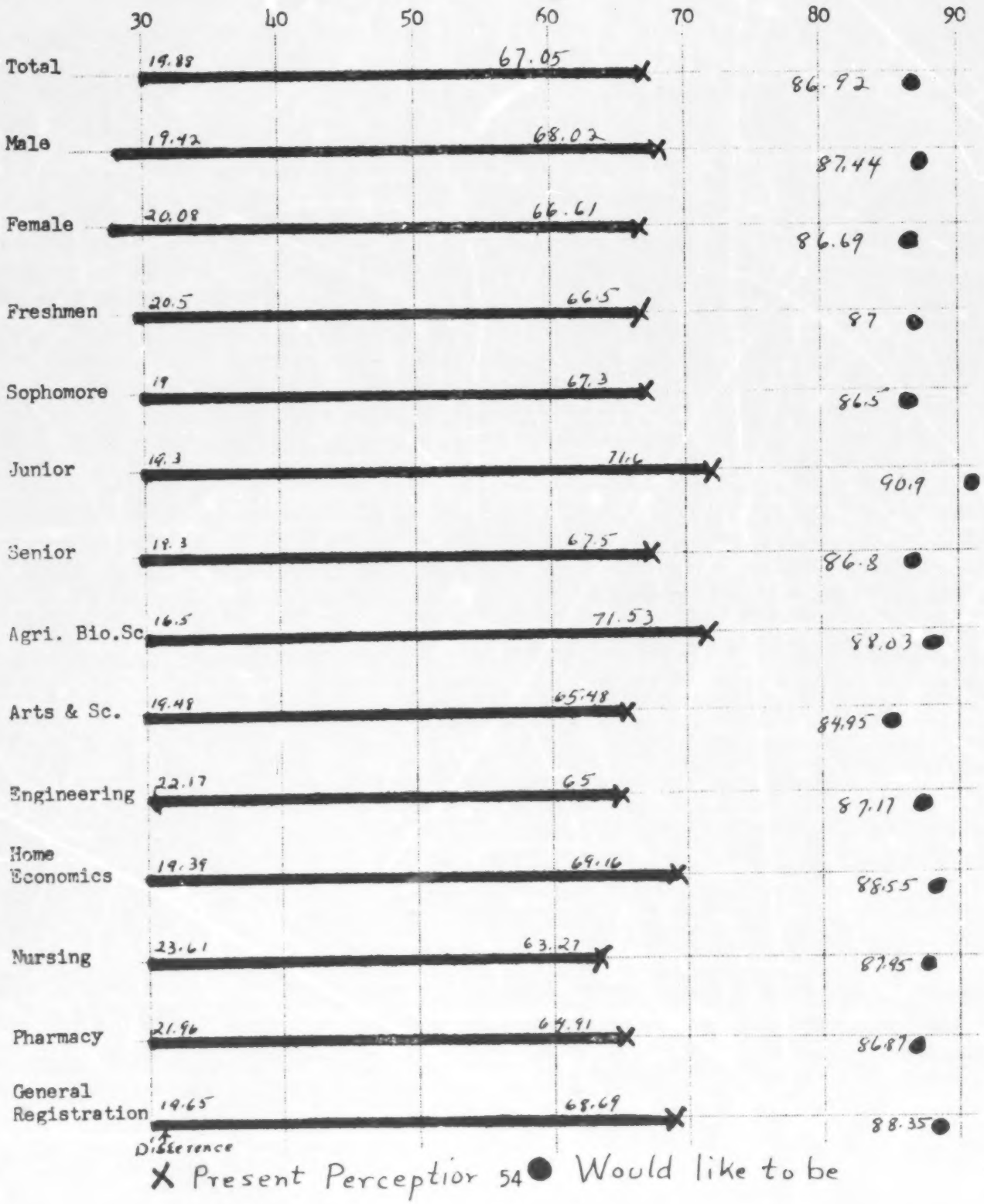


Chart 37

COMPSITE COMPARISON

GOOD SPORTSMAN

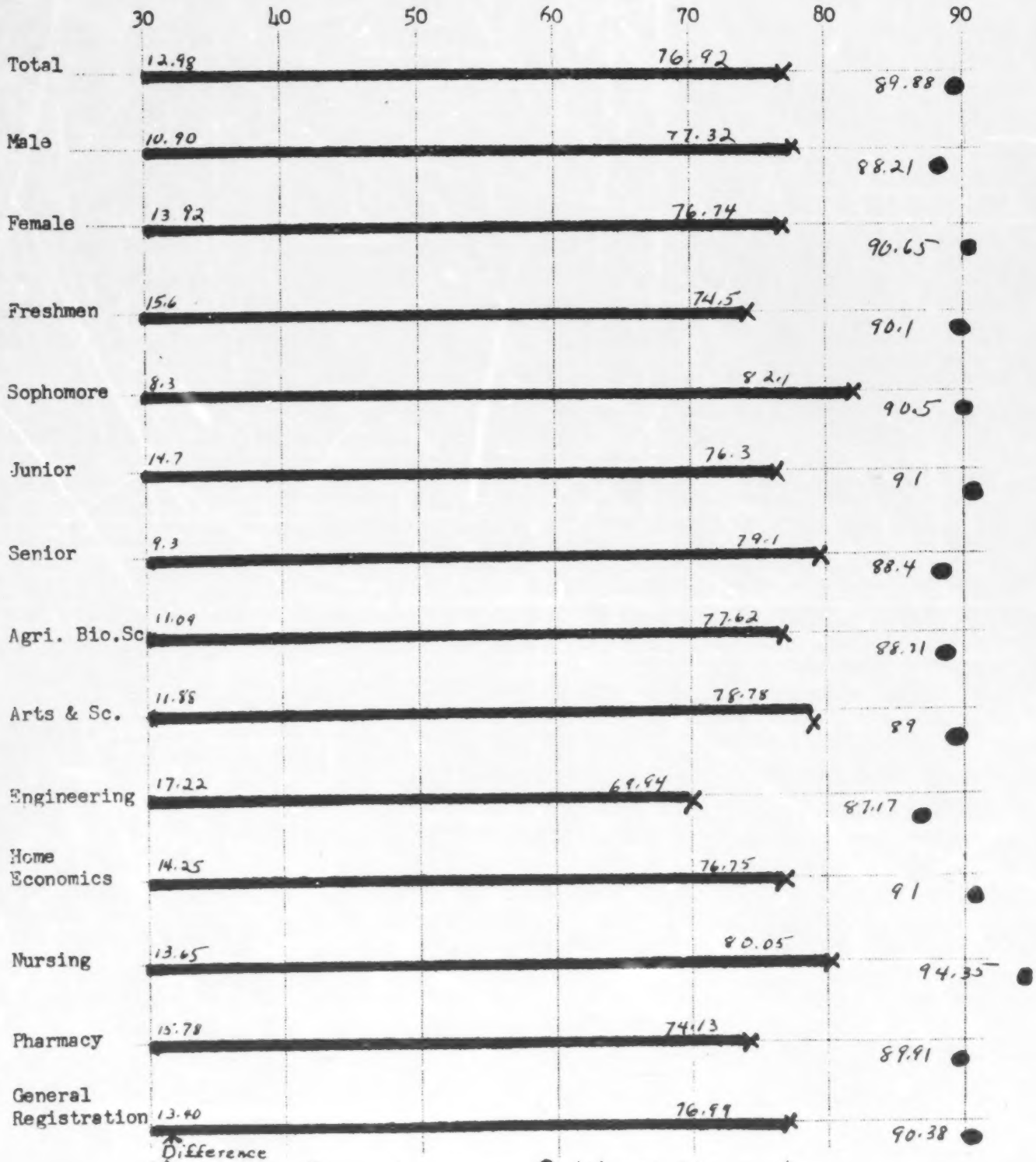


Chart 38

COMPSITE COMPARISON

COMMITTED

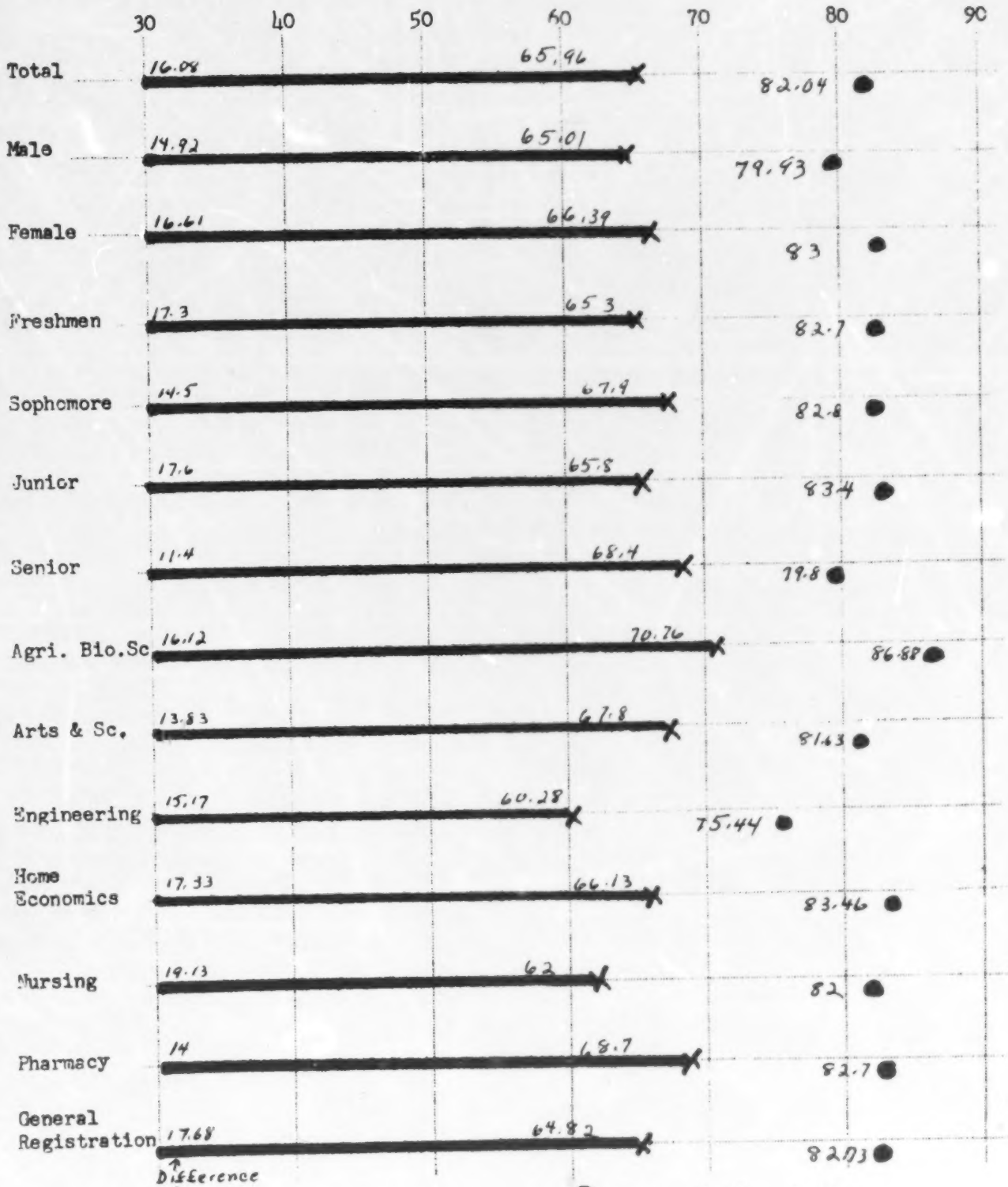


Chart 39

COMPSITE COMPARISON

BOLD

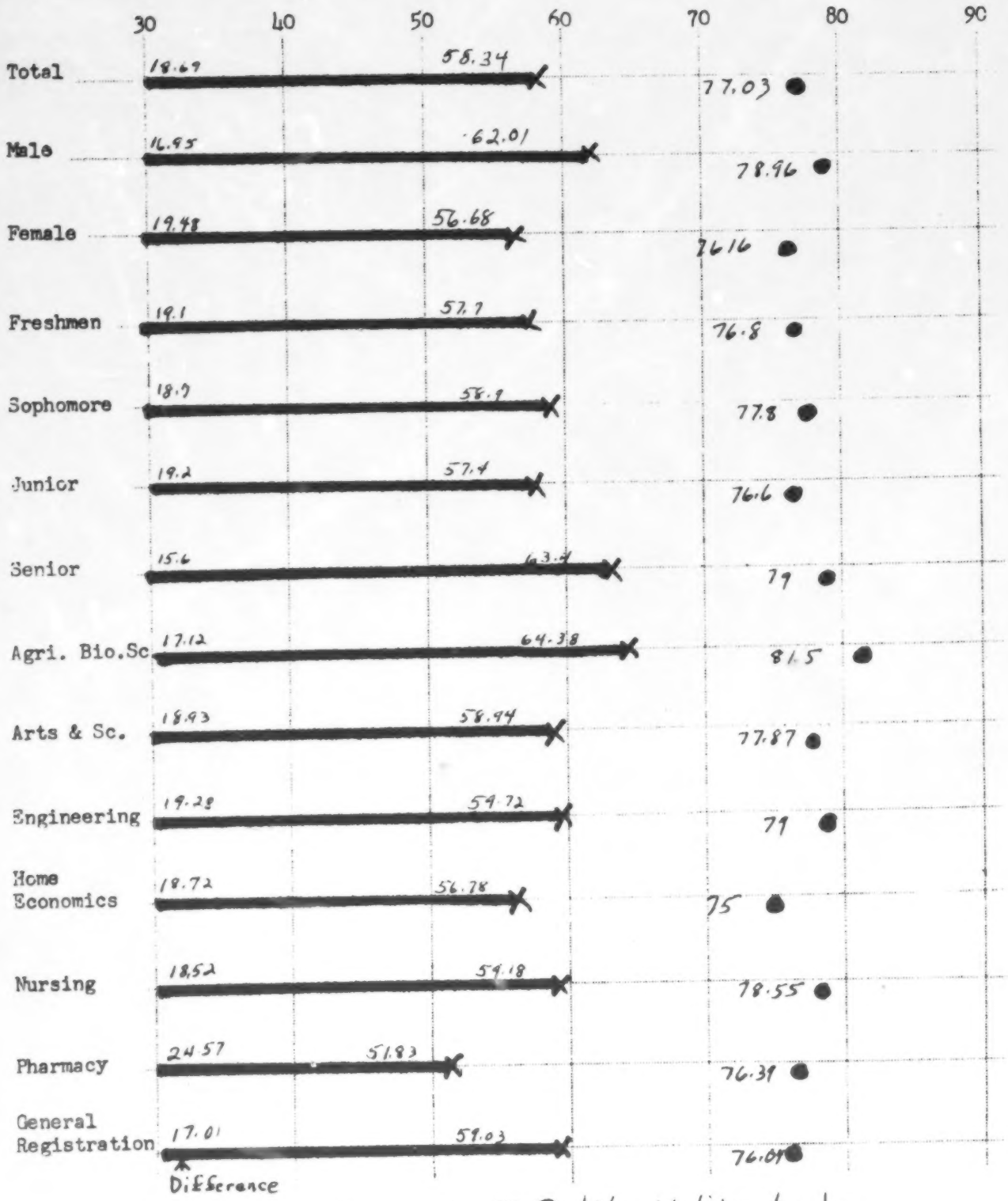


Chart 40

COMPSITE COMPARISON

ALERT

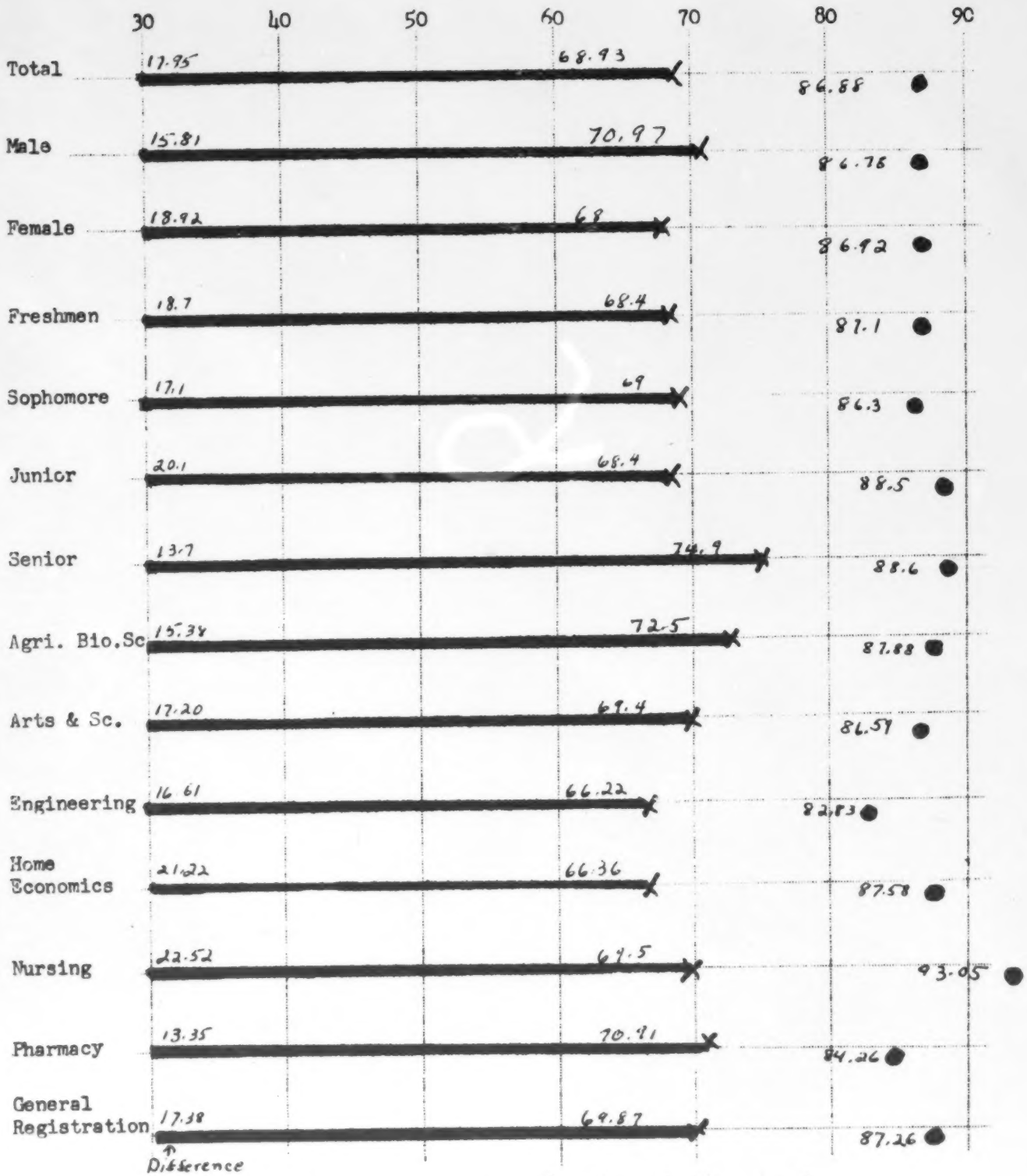


Chart 41

COMPSITE COMPARISON

ENERGETIC

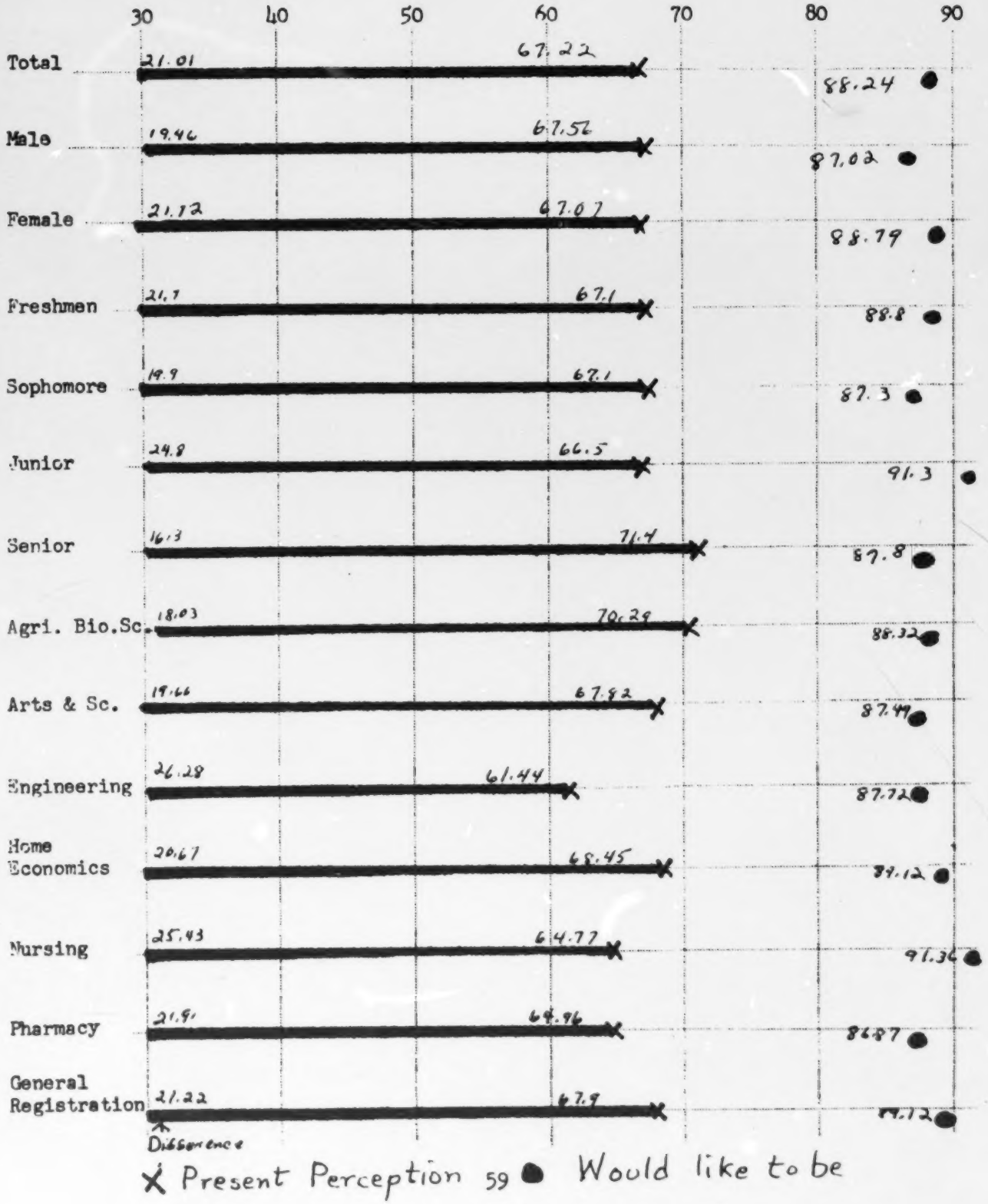


Chart 42

COMPSITE COMPARISON

ENTHUSIASTIC

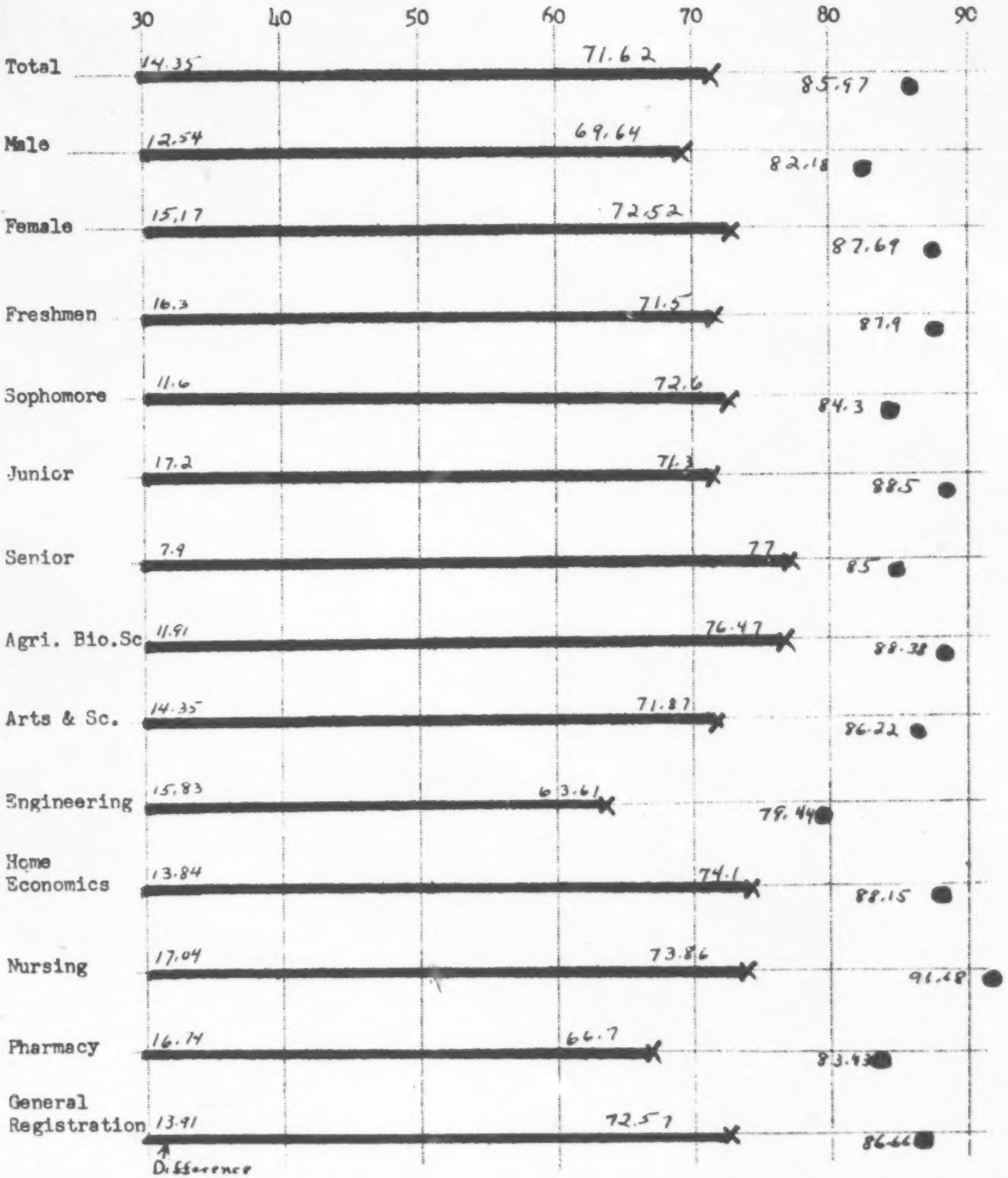
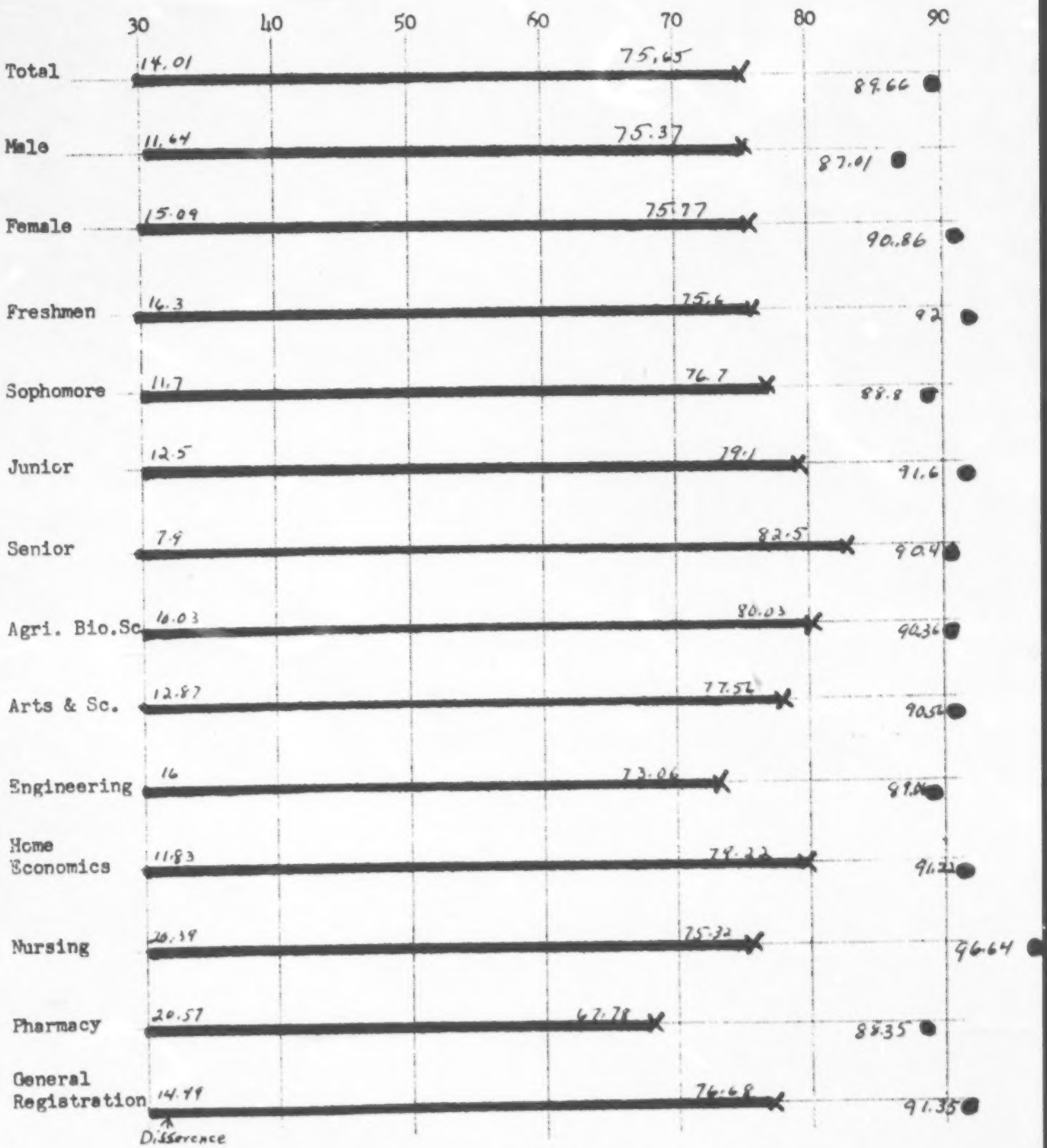


Chart 43

COMPSITE COMPARISON

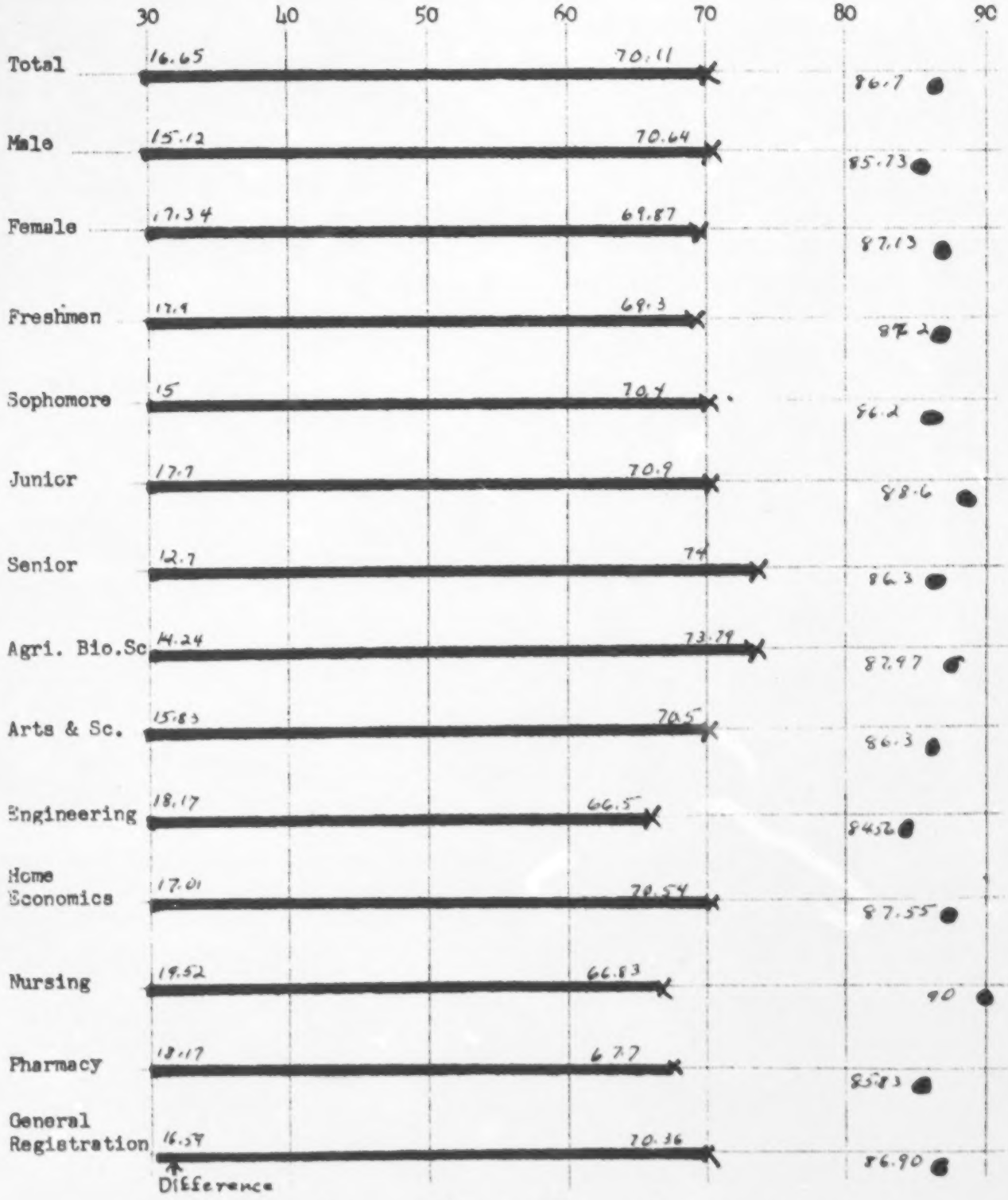
REAL



✕ Present Perception 61 ● Would like to be

Chart 44

COMPSITE COMPARISON
GENERAL QUALITIES



X Present Perception 62 ● Would like to be

Chart 45

COMPSITE COMPARISON
ROLES and QUALITIES